

CHILD STUDY

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HEADLINES

If one were to ask what is the most outstanding development in general medicine in the last decade, the answer would probably be the new insight which medical science is gaining into the close relationship between psychic and physical factors in health and illness.



Contributing views from various fields of medicine and education are: Dr. Edward Liss, psychiatrist and chairman of the Mental Hygiene Committee of Progressive Education Association; Dr. Benjamin Spock, assistant attending pediatrician at New York Hospital and consultant for the Family Guidance Service of the Child Study Association; Myrtle B. McGraw, Ph.D., Associate Director of the Normal Child Development Study at Babies Hospital, New York, author of the well-known study of twins, "Growth: A Study of Johnny and Jimmy"; and Phyllis Blanchard, Ph.D., psychologist at the Philadelphia Child Guidance Clinic. Miss Louise Janus, who contributes the story, "The Pocketbook," is an editorial assistant and has had several of her stories published.



The Winter issue of CHILD STUDY will contain the most significant material from the Child Study Association's two-day Institute on "Our Children—1940: Facing the Demands of Today." The topics will include Discipline, Sex Education, Progressive Education, and the Impact of the World Crisis on Today's Education.



INFLUENCE OF EMOTIONAL ATTITUDES ON PHYSICAL HEALTH

ONE OF THE marks of civilization has been the freeing of mankind from the notion that sickness is caused by evil spirits, exorcizable only by magic. Gradually and only over centuries has such an attitude given way to a spirit of inquiry into the natural causes for disease.

It has required an even longer time to give up thinking of the mind as something supernatural, and to leave off regarding mental abnormalities with fear and repulsion. Yet only when this was achieved could the science of psychiatry be born. It is a young science; it still has a long way to go, but it has infinite promise. It is the first science that has regarded the problem of human happiness itself as a suitable subject for objective scientific study.

Ordinary people have always had an intuitive appreciation of the close connection of what we have called mind and body. Nobody has seriously doubted that indigestion may result from emotional disturbance, or that when we feel tired and depressed we are more likely to fall physically ill. Now medicine takes another step forward and begins to view the human organism not as two things—mind and body—but as a unified whole of which mind and body are merely different expressions of the fundamental behavior tendencies of the whole individual. With this new approach which affirms the oneness of the organism, scientific medicine is confronted with a definite challenge. Symptoms cannot be dismissed as “just nerves” on the one hand, nor “purely physical” on the other; both must be studied as a problem of a total personality.

No people are in a better position to understand this than are parents. In their daily dealings with children they are again and again made aware that they must know a child as a whole before the details of his adjustments begin to take on meaning.

Physical Aspects of Emotional Problems

By EDWARD LISS, M.D.

IN THE history of medicine there have been periods in which body and mind were regarded as separate entities, and periods when body and mind were conceived as parts of one inseparable whole. Only a short time ago, comparatively speaking, body and mind were treated as if entirely distinct, and in no way interrelated. This concept of separate entities has broken down along with the narrow concepts of medicine in general. Today, one cannot think of the practice of medicine, or the interpretation of body functions, without considering the interrelation of body and mind.

The fact that body disturbances create psychic disturbances, and psychic disturbances in turn create body disturbances, is now generally accepted in modern scientific circles. But the lay public, to a large extent, still thinks of body symptoms as being due solely to body disturbances, and believes that psychic symptoms likewise are due entirely and exclusively to psychic disturbances. It involves quite a break with traditional attitudes to get people to realize that emotional factors may bring about actual physical changes which at times are very difficult to distinguish from physical changes primarily due to such causes as bacteria and poisons. The more familiar we become with symptoms of stress and strain, the more difficult it often is for us to determine when physical symptoms are due not to physical causes, but mainly to emotional pressures.

Take the case of Joan who is an eight-year-old youngster doing reasonably good work in school. Suddenly she developed periods of vomiting. There were other abnormal symptoms present which also made one suspect appendicitis. The first attack led to an intensive medical investigation, but nothing conclusive was found. The child's condition was watched carefully, and we found that there was a certain periodicity to these attacks of vomiting. They usually occurred on Sunday, and when the child was kept home on Monday, they miraculously cleared up by noon. This happened so frequently that the coincidence was investigated, and the sum and substance of the investigation revealed that the child was suffering from a great anxiety about her social

relationships in her classroom. When the school authorities investigated and made suitable changes, the attacks subsided.

To be sure, we are all familiar with the changes which take place under the influence of fear, how they affect the skin, the breathing apparatus, the heart. Every single part of the body can be affected by emotional pressures in such a way as to make extremely difficult a definite diagnosis of non-physical causes. Only after a great deal of detailed investigation can we be assured and reassured that we are not overlooking physical ailments.

For each individual there is a point of least resistance which is a barometer of the pressures induced by daily living. We can often see in certain persons a certain selectivity with regard to the areas which will show such pressures. This need not necessarily imply a serious organic defect. It does, however, allow for a certain amount of reasonable prediction as to what parts of the body will respond dramatically to strong emotional pressures.

For example, Katherine, a buxom nine-year-old, developed a case of spasmodic laryngitis. One suspected whooping cough. The attack subsided quickly, but recurred with increasing frequency, changing into a frank asthma. The curious coincidence in this case lay in the fact that the attacks subsided dramatically whenever the child was taken into the parents' bedroom. Upon investigation, we found that the family lived under great tension, and the therapy lay along lines which tend to lessen the family friction, and allay the concern of the child.

During the early part of life, human beings live an almost completely physical existence. Food intake, warmth, shelter are the major elements which determine survival. The processes of intake and output are on an unconscious level, but evidences of maladjustment can be demonstrated in these early habit patterns. Rudimentary eating habits and excretory habits slowly evolve into a definite rhythm as characteristic of the child as any physical characteristic. The intestinal rhythm of an individual is as particularly his own as his nose or ears. This early selectivity of individual rhythm is, of course, very

much influenced and conditioned by the practices of the child's environment. To determine the causes for the difficulties in establishing a sound habit, we have to look for factors besides bad physical health.

The eating habits of parents have a profound effect upon the eating habits of their children; the bathroom habits of the adults intimately affecting the child are as capable of being "indoctrinated" as speech or gestures. Surely attitudes are transmitted, for imitation is one of the child's major means of self-education. In the building up of such early habit patterns, any set of organs in the body can become the site of special pressure manifestation.

A very common and excellent example is that of the intestinal tract. Irregularities in bowel rhythm, varying from constipation lasting for days to diarrhea occurring at short intervals, need not be ascribed to bacteria or food products alone, for we do see them occurring as evidences of emotional tensions often enough to be put on our guard.

The young child going to camp for the first time controls his tendencies to homesickness by "tightening up." This tightening-up process can and does affect bowel function. It is not at all unusual to see disturbing instances of constipation, which may involve not only one individual but a whole group of individuals. Sometimes we ascribe this to a change of water, food or climate. In all likelihood these factors do at times contribute, but so does the stress of adjusting to a new situation. It happens less and less as a camper becomes "acclimated" and a veteran.

The child who goes off his feed, so to speak, when any significant change is to be met, is another example. The same is true, however, of the child who goes very much "on his feed"; and we then see excessive eating with its repercussions. The diagnosis of indigestion need not be related to food alone—it may be a situation. Of course, actual chemical changes are present under the circumstances, for physiologists have proved that the digestive juices are easily and definitely affected by emotional disturbances.

Christina, a two-and-one-half-year-old, had been very much in the hands of a nurse whose affection had been the child's substitute for the mother's indifference. When the nurse left and a new nurse came on the scene, the child went on a hunger strike which lasted for three days. When one considers how fundamental food is to existence, such deprivation surely indicates a tremendous revolt against loss of affection, which on occasion can be even more important than food.

There is the reverse aspect of the child who be-

cause of a dearth of affection gorges. And it is interesting to note that many of these children put on very little extra weight in spite of their inordinate appetite. So intense does this activity often become, that one suspects an actual physical problem such as diabetes, and one is not at ease until this possibility has been eliminated.

There is the individual who on certain occasions develops mysterious mucous membrane infections involving particularly the nose and throat. The prevalent concept, almost folklore in character, is that children will outgrow these repeated symptoms. Frequently they do, and then we say it is due to their improved resistance. Resistance, however, is a complex thing—it includes emotional resistance as well. The young child entering school for the first time is confronted with many emotional hazards which he must face and come to grips with. This is an energy-demanding problem, and a fatiguing one if the problems are too many. Fatigue is an excellent bed for infection. Naturally, some children are subject to a greater number of exposures than others, and yet how do we account for the interesting disclosures of attendance records which show that some classes have more absence than others? The atmosphere of the classroom is contaminated in more ways than by bacteria.

These examples, of course, raise the whole question of resistance to disease, which is something we must think of not simply in terms of chemistry but in terms of emotional resilience. There are the innumerable, inexplicable, often repeated symptoms which, despite our most thorough investigation, have no discoverable physical basis, and so we resort to the common phrase that the child will "outgrow" them. It seems that outgrowing a thing is not merely a question of heightened resistance but also of emotional stabilization. Vague eye symptoms which in spite of glasses seem to come and go; speech variations, twitches, "growing pains"—these are all evidences of a discoordination of a delicate muscle balance which at times perplexes and confounds us and often goes unexplained. Rashes or certain skin sensitivities which do not lend themselves to exact diagnosis; lethargy and inexplicable overactivity; headaches, muscle pains, apparent "anemia," bladder disturbances such as too frequent urination and undue retention—these appear singly or in combination, and the more one sees of growing children the more one feels that there is no youngster completely free from these symptoms, and that some of these symptoms are an

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Poor Appetite in Infancy

By BENJAMIN SPOCK, M.D.

THE most fascinating thing about poor appetite, in the great majority of cases, is that it is something trained into the child. There are, of course, other causes—most acute diseases and many chronic ones bring about a sharp decrease in appetite. This is usually all to the good because the digestive system in the sick child could not handle a square meal at this time.

Sometimes appetite is chronically reduced by emotional tensions which arise outside of the sphere of feeding. For example, the child who is fearful and anxious, or the child with an intense gnawing jealousy of brother or sister, will not have the peace of mind which in many individuals is essential for good appetite.

Undoubtedly there is also such a thing as a normally small appetite in the child who is constitutionally intended to be slender. Such is the child of delicate frame, most of whose relatives are slender, who has eaten small portions since birth without ever having been urged or pushed to eat more, and who will eat light and weigh light the rest of his life.

But we come back to the fact that most poor appetite and thinness is caused by mothers who are trying too hard to make their children robust. How does such a paradoxical thing come about? Is it due to ignorance? Almost never. Most mothers of children who are feeding problems know that urging is wrong, but that knowledge is overridden by the anxious feeling that the child isn't eating enough. A mother will exclaim, "I was a feeding problem all through my childhood and I knew that the more I was urged, the less appetite I had. And yet I can't help urging my own child." Even the pediatrician who advises mothers against this all day long has been known to try to get his own child to take "just one more spoonful."

This anxiety is not completely neurotic. Nature intends a parent to be concerned when his child is not getting enough to eat. But what happens in a state of nature is that the infant is fed at the breast for many months, nursing at each feeding until satisfied. The mother does not know how much the baby has taken, and gets in the habit of assuming that the baby has taken the right quantity. This attitude will tend to carry over when solid food is introduced.

In a civilized society, however, the baby may start

on a bottle. Immediately attention is focussed on the amount in ounces instead of on the infant's feeding satisfaction. Even if the baby is being breast-fed, external pressures soon appear in the form of cod liver oil, which many babies dislike at first. Later the solid foods are prescribed at certain ages in a certain order. The mother is given a strong sense of urgency, not only by the doctor's directions but also by the whole barrage of lectures, articles, and advertisements to which she is subjected as a member of our civilized society. The upshot of it all is a feeling that the baby *must* take spinach, and he *must* take orange juice, and he *must* take a quart of milk a day and a dozen other foods or special drops, otherwise he will fall ill of some deficiency disease. Thus everything conspires to focus and exaggerate the normal parental capacity for anxiety about feeding his young, all the more so if the parent is already high-strung or if this is the first child.

What is the answer? It is not possible to return to a primitive state of nature. Many women today cannot nurse their babies. Cow's milk does not have enough vitamin C, so orange juice must be added to the diet—and so on and so forth. But it should be possible, even if we cannot be completely natural, at least to keep our eye on nature as a guide in those situations where difficulties most commonly arise. The cardinal purpose should be to preserve the infant's positive feeling about food—that food is something he himself wants because he is hungry for it, not something other people want him to take.

A mother who is about to leave the hospital to begin the care of her first baby needs to be assured that as long as her baby is healthy he *never* needs to be urged to eat or drink anything. The time to remove the bottle is when the baby loses interest in it, irrespective of whether there is little or much of the formula left in it.

Sometimes a baby comes home from the hospital with a bad feeding habit established (bad as far as convenience is concerned). For example, he will fall asleep after the first ounce or two has been taken and then wake up hungry in an hour or so. This may be due to an inherent, though temporary, pattern which seems to occur in some young babies, or it may be due to poor training during the two weeks in the hospital nursery. Most hospital nurses assume that it is their

duty to get as much of the formula as possible into the baby, and they keep him awake and nursing by stirring the nipple around in the baby's mouth whenever he stops feeding. I feel quite sure that this forced feeding will, even in a new-born baby, cause it to take a progressively more and more passive rôle, falling asleep earlier and earlier, and counting on the adult to fill his stomach.

The old-fashioned treatment consisted either in continuing to urge him to take his milk, which is the surest way to establish a feeding problem which may last for years, or to let the baby cry until the next scheduled feeding, on the assumption he would be so hungry that he would certainly finish the bottle. The latter method may work in the long run but it usually doesn't at first. The baby is so exhausted from crying that again he falls asleep soon after the feeding starts. Meanwhile the long periods of crying are agonizing to most mothers, presumably also to the babies, and are certainly most unnatural and exhausting. To me the wiser treatment would seem to be to change immediately to a program designed to restore to the baby the wholesome idea that nourishment is something he desires. The baby may be fed whenever he is hungry, and for only as long a time as he wants to nurse. If he wakes in an hour and is hungry, he is fed again. This method relies on the tendency in babies to take more at each feeding, and to space out their feedings as they gain in experience and age, according to their individual needs. One baby will work himself up to a four-hour interval in a week, another will take longer. When the process takes many weeks it may be inconvenient and trying to the mother to be feeding so often or so irregularly, but the sound pattern laid down in this way will prevent years of feeding problems.

A mother should know that an appreciable number of infants will object to cod liver oil after the amount is stepped up to half a teaspoonful at a time, and that there is no need of working up a fight over this. A few drops of the more concentrated fish oils can be slowly squirted into the corner of the baby's mouth while he is taking his milk.

The time when solid food is first introduced, usually between the ages of three and five months, is another crucial period for the beginning of food problems. When the baby balks at cereals, the mother is apt to feel that it is her duty to get it in at any cost, and in increasing amounts. Urging only augments the baby's resistance. Soon mother and child become angry. Actually it makes no difference from a health point of view if the baby takes a month to get used

to cereal. Even this one month's delay is unnecessary if something other than cereal is offered instead. I have yet to see a baby who doesn't like either applesauce or raw banana. When after a couple of weeks of fruit, cereal is then introduced, it is usually taken without resistance.

SOME of the most serious feeding and behavior problems have their start when a forced weaning to the cup from either bottle or breast is begun. After a weaning battle it is not uncommon for the baby to refuse milk for weeks, months, or even years. For the infant, the giving up of the breast or bottle is apparently a major transition, involving a large element of deprivation, particularly if the mother is forcing the pace. This is illustrated by the following interesting and significant fact: a majority of babies who are first offered milk in a cup at the age of ten months will reject it absolutely, firmly closing the lips, or knocking the cup aside with the arm. This will happen even if the baby has been taking orange juice or water from the same cup for months.

Preparation for weaning should be started way back at the age of four or five months when the baby could begin to be offered a few sips of milk a day from the cup. In this way, the baby gets used to the cup at an age when he is not nearly as opinionated as he will be five months later. When the decision is made on the basis of the infant's readiness to begin weaning in earnest—usually toward the end of the first year—then all that needs to be done is gradually to put more milk in the cup as the baby's willingness or eagerness to take it in this way increases. The baby weans himself according to his own pattern, his own readiness. The weaning process should never be abrupt and need never be imposed arbitrarily through someone else's decision. The baby who shows slowness or reluctance is, as far as we know, an individual who needs more time for sucking satisfaction at breast or bottle.

The first half of the second year is another fruitful time for the beginning of feeding problems. It is a commonplace observation that though there are numerous fat babies at the age of a year, many of them are only average or even slender at the age of two or three. This is usually explained away by saying that during the great increase in activity which comes with learning to walk they "run off" the fat. While in many cases this is undoubtedly a factor, I have been impressed with the frequency with which psychological loss of appetite plays the principal rôle. What seems to happen, let us say at the age of fifteen

months, is that the child begins to show stronger likes for some foods and decrease in appetite for others which have previously been taken enthusiastically. There are two possible explanations for this. One is that the little child's ego is rapidly developing and that he wants to make all kinds of decisions for himself just to feel his oats. The frequency with which babies at this age use the word "no," very firmly, is an indication of this urge. The other possibility is that the actual bodily needs of the individual child for more of this type of food and less of that type, expresses itself through his appetite.

Dr. Clara Davis of Winnetka has made extensive observations of the kind of diets infants and young children pick when left entirely to their own free choice. Her articles are of great interest and tremendous importance. The three most significant conclusions for our purposes are these: Children who were given completely free choice of wholesome foods all ate well and maintained an ideal state of nutrition. Second, children with a completely free choice would at times go on food jags, concentrating on one food or another for several meals or even several days. One child for example, ate eight hard-boiled eggs, in addition to other food, at one sitting; another made a whole meal of beets. (How hard it would be for any careful mother to permit her daughter to make a meal of beets at home.) Third, and most important, every child *who was on a freely selected diet ate a well balanced diet over a period of time*, even though he swung toward one type in one week, and toward another the next. The implications we see here are that natural appetite will bring about a balanced diet, provided the child is not interfered with, and that the natural appetite varies from week to week, apparently in response to the individual and temporary needs of the body.

Let us come back to the point I made that there appear to be temporary intensifications of likes and dislikes of food in the first half of the second year, and that this might be due to natural appetite variations or to the child's developing ego. The most likely explanation is that both factors play a part. The child is becoming more aware of what foods he needs, and at the same time he feels more like asserting his own desires. I have seen several children at this age give up starches altogether for weeks, others lose most of their desire for milk, others who want almost no vegetables. When I first began advising mothers to let their children temporarily give up even such an important food as milk if they wanted to at this age, I did it with some trepidation. But no baby took ad-

vantage of this advice by staying off any essential food indefinitely, *provided the mother did not urge him to eat it*. Each child came back to milk or vegetable as the case might be, some in a day or two, others after a period of weeks.

But it is usually just at such a time of changing food desires that a good mother, unless forewarned, will consider it her duty to make the child eat the rejected food by urging, by disguising, or by bribing. The best way to make a child give up milk permanently is to force him to take it during a period of temporary disinclination. To say "you may have your dessert if you will eat your spinach" eventually convinces the child that dessert is something you want, and spinach is what somebody else wants you to take. This is unfair to spinach and unfair to the child's nutrition. (It should be said right here that this reliance on self-selection of diet may not necessarily be dependable when introduced at home for an older child who has for years been under pressure to eat certain foods.)

An illness, particularly one accompanied by fever, will often reduce a plump child to slenderness in a few days. But the time comes when the fever is gone. The doctor tells the mother to add cereal and stewed fruit to the previous diet of fruit juices. The mother is delighted because she is so eager to start rebuilding the child to robustness. Eagerly she brings on the new food, and the child refuses it. His system has not yet got rid of the poisons that inhibit its appetite. Meal after meal, and day after day, the mother coaxes and urges. Very gradually the child consents to take a little more. But when two weeks have gone by, the child is still not eating the way he did before he became ill, though it is reasonable to assume that he is completely recovered from the disease. Imperceptibly a feeding problem has been superimposed upon the illness, and a natural temporary dislike for food has been turned into a semi-permanent dislike.

There is nothing mysterious in this process. You could do it to an adult too if you had the same power over him. Let him eat as much peanut butter as he wants to, and then force him to eat as much again. He will shudder at the sight of peanut butter for many weeks.

The fundamental mistake lies in the assumption that every day that the child eats an inadequate diet is so much ground lost forever. This is almost the opposite of the truth. The fact is that each child has a pattern of growth which attempts to assert itself against many obstacles and interruptions. After a

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Signals of Growth

By MYRTLE B. MCGRAW

DURING the past quarter of a century a steadily rising corps of professional investigators, numerous laboratories and institutes, and large sums of money have been devoted to the study of child development, care and management. Despite all of these endeavors the volumes of advice and statistics concerning children which have been placed at the disposal of modern parents, it is readily admitted that men and women today approach the business of parenthood much less confidently than did parents a generation or two ago. The standard props, the familiar maxims which served our grandparents so well, have been knocked askew. Besides, even if mistakes of management were made in those days, they were not taken too seriously, for so great was the faith of our grandparents in the subtle powers of development that every child was expected to "outgrow" his undesirable traits as he merged into adulthood. Some did; some didn't.

In contrast, the modern parent is made to believe that the adult is to a large extent the product of parental treatment, that the molding of character and personality is cast during the early years, and the designer of those molds is the present parent. On the one hand, parents are confronted with considerable discourse about the importance of their rôles; on the other, they face assertions by the same experts that the child is an individual whose inherent normal course of development should be allowed to unfold without undue interference. So emphatic have been these assertions that many parents have been led to believe that each child is a law unto himself; that there are no fundamental guiding principles which can be followed with any of the confidence that the familiar maxims gave to their forefathers.

It is true that each child is an individual, distinctly different from any other child. It is also true that the child is a growing, therefore a constantly changing, organism. For this reason a particular precept which might work at one time and in one situation might be hopelessly ineffectual in another, even for the same child. Fortunately, the days of dependable maxims are gone; irretrievably gone. In the light of our present knowledge it is admittedly difficult, if not totally impossible, to formulate rules as specific as "Spare the rod and spoil the child" which could be applied, like a recipe, in the management of any indi-

vidual child of any age, and in any state of conflict with the parents.

Recognizing that no simple precept could apply in the management of all children of all ages, much of the early work in child development was undertaken with the hope of providing some standards against which the individual child might be compared. Large numbers of children of all ages were studied in order to determine the "average age" at which particular achievements should be made. Parents have been told to appraise the achievements of their child not by the neighbor's children, but by comparing him with this hypothetical "average child." The natural consequence of such advice has been to create an undue interest in special time at which the child might be expected to be capable of specific achievements. These standardized tests have had the same effect on appraising behavior development that the height-weight tables had on physical growth. The extent to which this emphasis upon chronological age has percolated to the popular mind is well demonstrated by sales clerks in toy departments. When one starts to make a purchase the clerk is likely to inquire: "How old is the child?" If you answer 18 months, she replies, "Oh, you mustn't buy that; that's for a two-year-old."

The vanguard of those who work with children realize, however, that children cannot be fitted into an average pattern, and that chronological age, or even mental age as measured by the standard tests, provides no adequate criteria by which parents can guide their methods of management and education to suit the development of a particular child. The age range within which any one activity may develop is too wide to justify the use of chronological or mental age as a reliable basis for altering educational or guidance procedures. So we find the old familiar maxims obsolete, and the newer standardized tests proving not as fruitful as was hoped.

Does this mean that because children are individuals, changing from month to month or even day to day, that they defy the formulation of general principles which can be of practical benefit in their education and upbringing? Or is it possible that the situation is not so chaotic as it seems; that such principles do exist, but that the investigators have been too blind to see them?

Theoretically, there is every reason to believe that the latter possibility represents the true situation. A highly individualistic, haphazard course is not the way of development in other types of life. Why should it be so with children? The farmer does not merely stand sympathetically by while nature takes its course with the seeds he has planted in the earth. He has learned just when and how much fertilizer to apply in order to obtain the best results.

Is it not conceivable that in course of time investigators of child development may be able to determine both the kind of stimulation required for maximum development and the opportune period for its application as successfully as the agriculturist has learned to modify the environment of the plants? Already there is a glimmer of dawn on the horizon. Since growth is fundamental to childhood, the obvious step is to ascertain *how* growth in behavior takes place. It is not sufficient to admit its existence or to determine *when* it occurs. It is almost safe to predict that if the investigators of tomorrow will devote as much time and energy to studying the process of development as has been given in the past to the accumulation of facts and details about children, the parents of the new day may not have to search in the fog for guiding principles. Once the principles of development are revealed, methods of guidance and education can be modeled accordingly.

Already it is recognized that the methods of dealing with a particular child must change as the child develops. The infant who is just beginning to develop simple associations receives smiling approbation when he reaches for the car's ignition key, tries to push the starter button or blow the horn. Such antics show that he is beginning to recognize things in the world about him. His explorations are, therefore, met with approval. But when he is older he receives only frowns and scoldings for the same behavior and is admonished "never to touch the dashboard." Such alterations in the treatment of the same child for the same act are as they should be, for he really is not the same child; growth has altered him considerably.

While it is generally agreed that methods of management should be altered in accordance with the child's growth and development, the primary problem is to recognize these growth changes when they occur. It has been stated that one cannot rely upon chronological or mental age as criteria. What then are the signals of development?

Studies of the development of infants have given rise to the proposition that the signals for change are

expressed in the behavior of each child; and that these signals were sufficiently homogeneous in their expression to be ascertained by the observant parent. For example, there is an opportune time to introduce a training program which will aid the child in the achievement of bladder control. By certain little ways of behaving the infant gives the signal that his nervous system is ready to undertake the building of simple associations. When the child gives some indication that he is aware of both the act of urinating and the result, he is then ready to respond to a training program. The behavior signals may be expressed in a variety of ways: he listens to the sound; he looks to the source; he assumes a quiet mien or has a glint in the eye immediately before the act; he plays in the puddles, or in some other fashion indicates that he is aware of the experience. Training begun before the maturation of these higher brain centers, as reflected in such behavior as was just mentioned, is relatively futile. Moreover, even if training is begun at the proper time, development in other aspects may temporarily interfere with his efficiency. As the child's ability to discriminate and generalize begins to develop, there may be a loss in the specific associations formerly held. For example, the association of voiding in one particular vessel may be temporarily diminished as he is forced to broaden his experience and discriminate between various *kinds* of vessels and suitable places. During this period the number of successful responses, even in the old familiar situation, is often reduced.

As the ability to discriminate increases, the child becomes more dependable in indicating his urges by gestures or other small signs. But he can't go on forever depending upon gesture language. When a growth spurt occurs in some other part of his development, diminished proficiency may temporarily occur in an activity which had formerly functioned satisfactorily. For example, as his speech begins to develop, the child may lose some of his skill in gesturing as a means of indicating his urge to void. While this onset of speech may check his ability at gesture-language, his speech is, in the beginning, too immature to serve adequately as a substitute way of communicating his needs. Hence another period of wet pants. Sometimes a child acquires a word for voiding, but uses it only after the act is begun; then you can tell that the newly developing speech centers of the brain are becoming connected with those centers which control urination. For a time they do not function simultaneously, so he cannot make his wants known early enough. After a while the two func-

tions become coordinated, and the child can express his needs in words before urinating.

Another regression in bladder control may occur even after the child has for some time been anticipating and adequately voicing his urges. As the horizon of his interests widens and he shows concern with things beyond the immediate present, and both in his language and play he displays a tendency to fantasy, then we may expect another regression in the achievement of bladder control. At this time, the child is too occupied with these new experiences to take notice of the old familiar bladder sensation. Later when he is seen holding the legs tightly together, squirming, but at the same time continuing with his play, then one can know that the centers of his nervous system which are concerned with play are beginning to coordinate with those concerned with such functions as voiding. Soon he will be able to manage both circumstances satisfactorily. He will be able to drop his play temporarily, take care of his physiological urges, and return to pick up the play activity where he left it. When lapses in the achievement of bladder control occur, the observant parent should think not only of the success in this control, but should look for signs of rapid development in other aspects of the child's behavior. By learning to detect these signs of development in other activities the parent will understand and tolerate lapses in such achievements as bladder control.

BEHAVIOR signals can be useful guides in altering the feeding program of the infant. When the young infant extends his arms to reach for objects in his range of vision, he should be allowed to grasp the bottle or spoon and help in carrying it to his mouth. In this way the newly acquired grasping ability is incorporated into the act of feeding. Little by little he gains proficiency in conveying food from a dish to his mouth. But alas! Just as the mother is beginning to feel proud of this accomplishment, the child may start throwing the spoon about, spattering food all over the place, and in general making a messy nuisance of himself. Close observation of his mode of prehension (grasping) at this time may show that he is beginning to pick up crumbs, or other very small particles between the thumb and the tips of his fingers. This change in method of prehension is the signal to stop the pureed vegetables and ground meat, to give the child at least a part of his meal in small particles so that he can exercise this newly developed ability to pick them up between his fingers. Certainly this is not the time to be concerned with

table manners. Later interest in manipulating the spoon will recur. At this time the child may tap the food or plate with the spoon, or in other ways indicate that he is ready to start learning the act of dipping the food on to the spoon. In this way the child acquires proficiency in self-feeding. Even though he becomes quite accomplished during the first half of the second year, there will be times months later when he will ask to be fed, or dawdle over his food. This change in behavior is aggravating unless one can realize that the phase parallels rapid development in imagination, fantasy and interests outside the daily routine things of his life.

With this expanding interest, as reflected in his topics of conversation, the child is also beginning to develop an appreciation of his own independence. These regressions are expressions of a transition from the dependence of an infant to the independence of childhood. At times he is reluctant to give up his infantile dependence upon the parent. It is probably wiser to give aid on such occasions than to remind him sarcastically that he was able to feed himself much better when he was only a baby. For example, a three-year-old boy visiting a fifteen-month-old baby girl, who fed herself admirably, was shamed by his parents because he asked to be fed. That selfsame baby girl, who is now three years old, often wants to be fed, not because she cannot do it herself adequately but because her mind is so given to excursions on the events of the day that she finds it hard to give her attention to the immediate task of eating. At fifteen months she gave attention to the act of feeding because she was not capable of experiencing these interfering diversions. Later, when these two functions will become better integrated, she will be able to eat and converse about other things at the same time.

In watching for the behavior signals of development it must always be remembered that the child has an indomitable urge to exercise his newly developing function, but that once he has acquired an appreciable degree of proficiency he grows indifferent toward it. Recognition of this fact may avoid many storms and tantrums. The child who is just learning to identify the parts of his clothes and just where they go, will tax the busy adult's patience because he insists on dressing himself, although he cannot do it adequately; and the same child, once he is capable of dressing himself, will dawdle or demand help in his dressing. And the parent's patience snaps because the child refuses to dress himself when he so obviously can do so.

(Continued on page 31)

Reading Disabilities

By PHYLLIS BLANCHARD

THERE is an interesting article in *Child Development* (September, 1939), by Dr. Mary Preston describing the attitudes of the parents of a hundred children, of good intelligence, who were unable to learn to read. Some of these parents were deeply worried and anxious, afraid that their children might be mentally deficient; others were angry and irritated, judging their children lazy or stubborn; still others were so baffled by their children's inability to read that they felt completely discouraged. In trying to help the children with their reading, the parents would often become upset, reproachful or impatient; in some cases the child was constantly scolded or severely punished.

The description of what went on in these hundred families gives some idea of how disturbing to parents is the puzzling problem of a child who does not learn to read in spite of constant efforts to teach him. Yet it is not surprising that these efforts are unsuccessful in view of the fact that reading disabilities are as complicated a problem as any that we meet in clinical work with children. It is some twenty years since the first reports of research into the problem of reading disabilities began to appear. On the basis of the accumulated research, we can say only that there seems to be no single cause for reading difficulties, nor any one method of remedying the trouble. Perhaps the complexity of these reading disability problems can be illustrated by brief illustrations from some of the cases in our clinical experience.

An eleven-year-old boy, for example, who was of superior intelligence according to individual intelligence tests* but who had always had trouble with reading, was discovered to have a peculiar defect of vision which consisted in seeing in a blurred, double image of objects or words. When this vision defect was corrected and tutoring in reading provided, he learned to read well enough to complete high school and enter college.

A ten-year-old boy, who rated as normal on an individual intelligence test, had not learned to read after repeating both second and third grades. Making use of certain diagnostic reading tests devised by Dr.

Arthur Gates in his book, "The Improvement of Reading," and adapted to overcoming this particular reading difficulty, enabled the boy to learn to read well enough so that he did not have to repeat any more school grades. When last heard from he was going to high school.

A seven-year-old boy, who could neither read nor spell, although he was in second grade, offered a more difficult diagnostic problem. He had no difficulty with his vision or hearing; indeed, his visual perception and memory were exceptionally good. From observation of his efforts to write out his spelling words, it appeared that he was depending entirely upon his remarkable visual memory for learning the words, but that he did not associate the spoken word with the written symbol of the word. He could thus write a number of words, but did not know what the words were after having written them; and when the words were pronounced and he was asked to spell the same he could not write them because he had not associated the spoken and written word. While trying to help the boy with his spelling and reading at home, his mother had considered him simply inattentive, and had scolded and punished him for his supposed inattention. Spelling words out loud and pronouncing them at the same time that he was writing them, helped this boy to begin associating the spoken word with the written symbol for it. His mother gave up the plan of trying to teach him after school, when she was fatigued from her hard day's work and impatient with the child. Instead, he was placed in a special reading class at school and he soon learned to read satisfactorily.

Many children who have trouble with reading can be helped, after their special difficulty has been discovered through diagnostic testing, by those remedial teaching methods best adapted to overcoming their particular difficulty. But there are some children who do not seem able to learn to read, either in a special reading class at school or with the best remedial teaching by a private tutor. Such children usually have serious emotional problems and need therapeutic help with those problems before they can learn to read.

After observing the reactions of young children to their first reading experiences,† Dr. Lois Meek re-

* Individual intelligence tests, such as the Stanford-Binet, are most reliable in reading disability cases, since the questions and instructions are given in the form of oral communication with the child. Many group tests, however, require the child to read questions and instructions, so that the child with a reading disability usually makes a lower score on this type of test, his score thus being more a measure of his reading than of his intelligence.

† *A Study of Learning and Retention in Young Children*, Teachers College Contributions to Education, 1925.

ported wide individual differences in their attitudes toward reading, depending upon their success or failure at the task. Some of the children learned words quickly, others did not learn the same words after more than a hundred trials. And the children who failed were as intelligent, as quick in other fields of learning, as attentive and interested at the start, as the children who were more successful. Those who mastered the words readily continued to be attentive and interested; those who had difficulty lost their first interest, became inattentive, and expressed a dislike of reading.

However, when they were helped by special methods of instruction to learn the words, the children who had previously become disinterested through failure regained their interest. It seems clear from this investigation that when parents try to help children who have failed in reading and encounter lack of interest and inattentiveness, it may be a mistake to assume that the children's attitudes are the cause of the trouble with reading, for more often the loss of interest develops as a reaction to their first failures in learning to read.

In the same year (1925) that Dr. Meek's study was published, Dr. Samuel Orton described emotional disturbances and personality problems which he found in older children whose reading disabilities had subjected them to a long period of failure in school. His more recent book, "Reading, Writing and Speech Problems in Children" (1937), still stresses the viewpoint that the emotional problems frequently to be observed in children who read poorly almost always result from their failure in reading, and that these emotional problems did not exist previously. While no one would disagree that emotional disturbances very often do result from the educational failures produced by reading disabilities, some of us believe that there are also instances in which serious emotional problems antedate the trouble with reading and contribute primarily to the development of the reading disability.

In a paper on "Emotional Factors in Reading Disabilities in School Children" (*The Journal of Educational Psychology*, September, 1935), Simon Tulchin stated that failure in learning to read may depend primarily upon such personal factors as emotional instability, resistance to authority, infantile attitudes, rivalry with brothers and sisters. He reported the case of one child who could not respond to remedial teaching in reading because he was so preoccupied with wishes to successfully rival his brother, and another case in which a boy had been in a constant state of anxiety over the marital disagreements of his parents.

In a paper in *The American Journal of Orthopsychiatry*, October, 1935, and another paper in *Mental Hygiene*, July, 1936, I reported several cases in which emotional disturbances preceded the reading disability and appeared to be very much involved in causing the reading difficulty. One of these cases was a seven-year-old boy, of superior intelligence, who did not learn to read in first grade at school, nor after several months of individual remedial teaching. When the child came to the clinic for therapeutic interviews, it soon became evident that he had been spending all the time in the classroom or with the tutor worrying over what might be going on with his mother and three younger brothers when he was away from them. He was very much afraid that his mother preferred the younger brothers to himself, though this anxiety had no foundation in the actual facts of the family relationships. Only after he had gone through all his jealousies and anxieties with the therapist did the boy become reconciled to the necessity of sharing his mother's love. He was then able to learn to read in school without remedial teaching.

A MORE recent case was that of an eight-year-old girl whose mother had been forced to place her in a boarding school when she went to work, because of a divorce from the child's father. The child entered the boarding school at the age of six, in the first grade. She did not learn to read after two years in school. In her treatment interviews at clinic her unhappiness over losing her home with her parents, her resentment at having to live away from home, and finally the idea that if she did not do well in boarding school her mother would have to take her home again, were all very evident. Later she came to accept the necessity for living away from home, and found consolation in her visits with her mother. She then asked for help with reading and a tutor was found for her, and she was helped to make up what she had lost in reading during the two years when she had refused to study. Although her intelligence was a little below average, she has become a very satisfactory pupil in the boarding school and is happy there.

Another case was that of a six-year-old boy, of superior intelligence, who did not learn to read in first grade and who wrote words backwards, although no effort had been made to change him from using his left hand. His mother complained that he always did the opposite of anything that was asked of him, and at the clinic his negative, rebellious attitude toward adult authority was very marked. His mother said that she was always nagging and scolding him, as much be-

cause she had been nervous and ailing since his birth as because of his behavior. It became clear that his behavior was in response to her continual trivial and inconsistent commands, which he ignored to do as he pleased, or else disobeyed by doing the reverse of what she told him. It seemed unlikely that the boy's negative attitude toward adult authority and instruction would be changed until a different relationship between his mother and himself could be achieved. The mother, however, could not bring herself to undergo the operation which had been recommended to restore her to health, and insisted that she could not refrain from nagging and scolding the child while her health and nerves were in such a bad state. So the situation remains at an impasse.

I think that these cases indicate some of the ways in which emotional problems that exist when the child enters school, and as he has his first lessons in reading, may interfere with his learning to read. Likewise, the occurrence of an acute emotional disturbance at the time when a child is in the early grades may interrupt the process of learning to read even when it had been going smoothly before the emotional disturbance was precipitated. One boy, for example, who suddenly began to fail in his reading in third grade, and made no further progress in reading ability during the next two years, had developed trouble with the reading after the teacher scolded and punished him for expressing sexual curiosity toward a little girl. Since that time he had been too disturbed by feelings of guilt about his behavior, and anxiety over whether his parents had been informed, to be able to do his studies efficiently.

In another instance, a boy began to have trouble with reading in first and second grades when the teachers forced him to change from using his left hand to using the right. He was then criticized for his poor drawing and writing, which was much worse with the right hand than with the left. He resented the unreasonableness of teachers who made him use his right hand and then became angry and scolded him because he could not do as well with it. It was suggested that in his clinic interviews he could use his left hand for drawing and writing, even if this was not permitted at school. He tried this, but found that, through disuse, he had lost much of the original skill of the left hand and was now doing better with the right hand because of the enforced practice with that hand. He then made his own decision to use his right hand. (Had he still been able to write and draw better with the left hand and continued resistive to become right-handed, an effort would have been made

to obtain permission for him to use the left hand at school.) Later on, he decided that learning to read was not just another unreasonable demand made by teachers, but was something you must learn in order to get an education and a good job when you grew up. He then began to work on his reading at home. Having thus made these decisions on his own, he no longer had to fight them as coming from some outside authority and caught up in his work.

In the school which this boy attended, and at the time he was in second grade, the teachers were required to change the pupils who were left-handed to use of the right hand; later, the rule was abandoned. This change in educational policy reflects the professional controversy concerning the relation of change in handedness to reading disabilities. Parents, as well as teachers, have been confused by divergent professional views on this subject. Extensive studies of handedness indicate that young children differ individually from extreme left- or right-handedness, through varying degrees of preference for one hand over the other, with ambidexterity as the middle ground between these degrees of right- or left-handedness. If the child has much greater strength and much better muscular coordination with the left hand than with the right, a change to the right hand may involve a sacrifice of potential skills in drawing, writing and other activities depending upon manual dexterity or strength—whether or not it results in a reading disability. So far as the relation to reading disabilities is concerned, most studies suggest that there is a slight preponderance of children subjected to change in handedness among reading disability cases as compared with normal readers. But the causal relation of change in handedness to reading disabilities probably is much less than was at one time stated by certain writers. Not only the degree of left-handedness, which can be checked by clinical tests, but also the child's attitude toward a change from left to right hand, is now considered important. Other writers have cited cases similar to the one given above and have stressed their opinion that a change in handedness which is resisted by the child is especially likely to be followed by difficulties of some kind.

While it is possible to make some generalizations about change in handedness that may be useful to parents, it is not so easy to give any generalized advice about reading disabilities. Even after long professional experience and familiarity with the large amount of research in this field, we are still encountering cases that present new problems of diagnosis and

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Parents' Questions and Discussion

ANNA W. M. WOLF, Editor

My baby is three months old, and the doctor has consented to her being trained to a four-hour feeding interval. Although born somewhat prematurely, she is now strong and well. Yet she cries angrily about two and a half hours after feedings, as though she were hungry. I don't want to spoil my baby, and wonder how to go about this training.

Your baby seems to be indicating clearly that she is not yet ready for the four-hour schedule. Especially in view of the fact that she was premature, it would seem wiser to help her adjust to living at her own pace and in her own time. There is plenty of time for discipline. This is the age when physical gratifications are an essential for future health. Try a three-hour schedule, or even a shorter interval, if the child still cries and seems hungry. Check up with the doctor to see whether your milk is sufficiently nourishing, if you are nursing her; or if the formula is right, if she is on a bottle. Don't make your rules too hard and fast. Find out what your individual baby needs to be comfortable and peaceful. A little "spoiling" in these early months is not real spoiling. Children who have been contented babies take the discipline necessary later on with far more equanimity than do those who have been fractious and irritable.

I need help in handling the problem of my five-year-old daughter, who has recently developed a habit of vomiting. I am sure she is reacting to the fact that our family is going through a financial crisis, and both my husband and I are under great strain. What can I do to help my child weather this storm? And, specifically, how can I stop the vomiting?

Before offering you any suggestions, I would like to be sure that you have not too quickly jumped to the conclusion that the cause of the vomiting is wholly emotional, without making a thorough check-up on possible physical causes. In our new knowledge about emotional disturbances, we are often apt to lean backward in finding psychic causes for ailments which may have a physical basis.

If a competent medical examination reveals nothing amiss, then perhaps you are right in your guess that the child is reacting to your own anxieties. In that case you can cure her only by turning attention

to yourself and your relation to this child. If the cause of your tension is really financial, this may not be so impossible as you imagine. Particularly today, in a world where our traditional securities are vanishing, where death and destruction are the common lot of large sections of the world's populations, it is easier than it used to be to view one's personal fortunes with some perspective. Without playing "Pollyanna," I am sure that you can find certain compensations and comforts in your personal relationships—with your husband, your child, your family and friends—which will bolster your own sense of security and well-being, and help you develop a philosophic acceptance of the situation. Such an attitude will communicate itself to your child and to your husband, too. Sources of anxiety, however, are not always exactly what we think they are, and if you are not successful in handling this situation then I suggest you ask for psychiatric advice.

Are there any special, easy-to-read books which would tempt an eight-year-old child whose reading ability is much below par? I have been told to be patient about his learning to read—to wait for something they call "readiness." But I've been a teacher myself, and when I find my boy unable to read the simplest books I cannot help being disturbed. Since the school seems to have failed, I have tried teaching him myself, but so far without success.

Reading difficulties have so many different causes that you would be wise to check up in several directions. We will assume that you have already had his eyes examined and are sure there is no defect in his vision. There are a number of tests available at reading clinics by which you may determine definitely if he has faults of reading technique which can be corrected by retraining ("remedial reading" is a special technique of its own). Your State Board of Education or State University can advise you where to go.

If no such defect appears in the testing (or perhaps even if it does) there may be emotional blocks which keep the child from reading—a feeling of inadequacy which may make him fear to try, lest he fail; or feelings of tension or combativeness which make him actually resist reading in order to punish or balk the

adult who is urging it upon him. These are only a few of the possible emotional causes which would have to be carefully sought for and diagnosed by an expert. In any case, I certainly suggest that you get outside help. Mothers, even those who have been teachers, are notoriously the wrong tutors for their children because the emotional tensions and anxieties which are bound to arise between people involved with each other in a thousand different ways are likely only to make matters worse.

We have taken into our home an English boy of twelve. Almost as soon as he got here he developed an asthma which puzzled my doctor. He was given spray treatments, which have done no good. Now the doctor thinks it may be an allergic condition which another climate might help. We have become devoted to the boy and would hate to part with him. He is the most well-bred little Britisher—courteous and controlled at all times.

Before you decide to move the boy to another climate, it is important to have the child seen by a competent pediatrician or diagnostician who will give him a thorough general examination and check-up. Respiratory ills may arise from any of a multitude of causes for which treatment for more than the asthma alone is needed. While this condition may prove to be something relatively easy to clear up by purely physical treatment, it is also worth while considering the possible emotional factors which could readily be among the contributing causes.

Don't be deceived by the fact that this boy presents an outwardly controlled picture. This is no indication of what may actually be going on below the surface. The child has been called on to face enormous readjustments. Even under ordinary circumstances life in a new country is hard at first, but normal homesickness is bound to be further complicated by all that is going on in England—and the whole world. Encourage him to talk about home, his family, and his feelings, both friendly and unfriendly for the various members. Get him to talk about America, too, and all the customs here that seem strange to him. Make him feel, if you can, that courtesy and appreciation for favors received do not mean that he must bottle up all his anxieties, or perhaps pretend that they do not even exist. This does not mean that you should give up a medical approach to the problem, but that with the relief of the nervous tension, his whole system is likely to function better.

QUESTIONS FOR DISCUSSION

1. What observations have you made on your own child indicating that he was ready for training in (a) feeding himself, (b) bowel training, (c) bladder training at night? How has he indicated that he was *not* ready?
2. Give examples of apparently physical ailments to which emotional factors have also contributed. What are the dangers of mothers attempting to treat these difficulties without medical supervision? Show how in some cases the doctor is helpless without the mother's cooperation.
3. Discuss in full the feeding procedures you would follow to prevent a baby from developing into a "food problem"?
4. How may one know when a child is ready to begin reading? What are the dangers of trying to teach him too young? Too old? What are the various causes of reading failures and what are some ways of treating them?
5. Show how parents' problems as adults may affect the emotional state of the children. Give examples and suggest various ways in which by straightening out their own problems parents indirectly help their children.

REFERENCE READING

- Babies Are Human Beings.....1938
by Charles A. Aldrich and Mary M. Aldrich *The Macmillan Company*
- Growth: A Study of Johnny and Jimmy.....1935
by Myrtle B. McGraw *D. Appleton-Century*
- Healthy Attitudes Toward Health....October, 1930
October, 1938
Child Study Magazine
- Psychological Aspects of Pediatric Practice.....1938
by Benjamin Spock, M.D., and Mabel Husacka, M.D.
*New York State Committee on Mental Hygiene
of the State Charities Aid Association, New York*
- Personality Adjustments of School Children...1939
Carolina B. Zachry *Scribner*

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Books of the Year for Children

Selected by the Children's Book Committee of the Child Study Association

THIS list has been selected and arranged to meet a broad range of reading interest and a variety of individual tastes. The age grouping is not intended to restrict choice, and parents are urged to study the whole list since many books have a far wider appeal than could be indicated.

FOR THE YOUNGEST Ages Two, Three and Four

COUNTRY NOISY BOOK. By Margaret Wise Brown. Illustrated by Leonard Weisgard. W. R. Scott. 42 pp. \$1.00. Another picture-and-word book, this time of country sounds, from trains and boats to katydids.

RANDOLPH: THE BEAR WHO SAID NO. Written and illustrated by Faith Nelson. Random House. 60 pp. \$1.00. A perfect picture-story for the youngest, wherein a naughty little bear turns over a new leaf.

MORE ABOUT COPY-KITTEN. Written and illustrated by Helen and Alf Evers. Rand McNally. 54 pp. \$.50. More about the irresistible "Copy-kitten" of last year who has given up copying, and now crusades against it. **ALL ABOUT COPY-KITTEN**, 120 pp. \$1.00, combines both stories in one volume.

SEVEN DIVING DUCKS. By Margaret Friskey. Illustrated by Lucia Patton. David McKay. 30 pp. \$1.00. An appealing picture-story of six ducks and their not-so-brave brother.

ANIMALS EVERYWHERE. Written and illustrated by Ingri and Edgar Parin D'Aulaire. Doubleday Doran. 28 pp. \$1.25. A striking and colorful panorama picture book for youngsters, depicting the natural habitats of familiar zoo animals.

***THE LITTLE TRAIN.** Written and illustrated by Lois Lenski. Oxford. 46 pp. \$.75. The author's Mr. Small, beloved by all children, appears again as a locomotive engineer, and is sure to endear himself further in this new capacity.

COUNTING THE DAYS. By James S. Tippet. Illustrated by Elizabeth T. Wolcott. Harper. 66 pp. \$.75. A child's everyday experiences in simple verse for the very young.

MOTHER GOOSE. Illustrated by Pelagie Doane. Random House. 52 pp. \$.50. A pleasant, inexpensive edition of the best loved nursery rhymes. New child-like illustrations.

Ages Five, Six and Seven

ROMNEY GAY'S PICTURE BOOK OF POEMS. Grosset & Dunlap. 36 pp. \$.50. A gay little collection of verse with child-like illustrations.

THE COUNTY FAIR. Written and illustrated by Tasba Tudor. Oxford. 46 pp. \$.75. A tiny picture-story book with delectable illustrations in color.

PATRICK GOES A-HUNTING. Written and illustrated by Esther Brann. Macmillan. 44 pp. \$1.00. Another picture-story about the winsome dog Patrick—this time he hunts rabbits.

***RUSTY: THE LITTLE RED DACHSHUND.** By Dorothy K. L'Hommedieu. Illustrated by Marguerite Kirmse. Lippincott. 56 pp. \$1.50. A most lovable dachshund

has adventures with barnyard creatures. Presented with sympathy in enchanting pictures and story.

THE SMALLEST PUPPY. Written and illustrated by Margaret S. Johnson and Helen Lossing Johnson. Harcourt Brace. 90 pp. \$1.75. A small Alaskan puppy proves he can triumph over the handicap of his size.

BELINDA BLUE. Written by Esther Wood. Illustrated by Theresa Kalab. Longmans Green. 26 pp. \$2.00. A beautiful kitten story with exquisite illustrations. A book to be treasured.

APRIL'S KITTENS. Written and illustrated by Clare Turley Newberry. Harper. 34 pp. \$1.75. The slightest of stories with the most enchanting of kitten pictures.

FELICIA THE CURIOUS COW. Written and illustrated by Josephine DeWitt. Nelson. 50 pp. \$1.50. Rollicking text and pictures tell a hilariously funny story about the adventures of a curious cow. A read-to-yourself book.

ALFRED. Written and illustrated by Ben Martin. Simon & Schuster. 44 pp. \$1.00. Delightful sophisticated nonsense about the two loves of a Dachshund.

ME-TOO. By Morrison Fisch. Illustrated by Kate Howard. Greystone Press. 36 pp. \$1.00. Beguiling story of a troublesome small pig who refuses to be left out of anything.

THE RABBITS' REVENGE. Written and illustrated by Kurt Wiese. Coward-McCann. 46 pp. \$1.50. A mirth-provoking picture-story about Old Man Shivers' downfall at the hands of the rabbits when he attempts to make himself a suit of rabbit skin.

DONKEY-DONKEY. Written and illustrated by Roger Duvoisin. Grosset & Dunlap. 40 pp. \$.50. Amusing text and child-like pictures of a little donkey who is ashamed of his ears and is advised by his many farm friends on ways to carry them.

***BABAR AND FATHER CHRISTMAS.** Written and illustrated by Jean de Brunhoff. Random House. 40 pp. \$3.00. Babar, the beloved elephant, is back again, better than ever. Superlative fun in a Christmas story.

TIMOTHY TURTLE. By Alice Vaught Davis. Illustrated by Guy Brown Wisner. Harcourt Brace. 30 pp. \$1.50. A read-aloud picture book about a turtle whose woodland friends rescue him from disaster.

***TOPSY TURVY CIRCUS.** By Georges Duplax. Illustrated by Tibor Gergely. Harper. 40 pp. \$1.50. Broad strokes of humor applied to a fabulous tale of a French circus, with many gay pictures that add just the right flavor to the text.

THE OLD MAN IS ALWAYS RIGHT. By Hans Christian Andersen. Illustrated by Rojankovsky. Harper. 28 pp. \$.75. Colorful pictures enhance the peasant flavor and humor of this Andersen story—one of his happiest.

CAPS FOR SALE. Written and illustrated by Esphyr Slobodkina. Wm. R. Scott. 44 pp. \$1.00. A clever and funny picture-story whose simplicity will charm the young reader.

TITO'S HATS. By Melchor G. Ferrer. Illustrated by Jean Charlot. Garden City. 28 pp. \$.50. How a small Mexican boy achieves a new hat makes an amusing picture-story.

* The books starred are of outstanding merit and quality.

- LUCKY PIERRE.** By Lorraine and Jerrold Beim. Illustrated by Howard Simon. Harcourt Brace. 58 pp. \$1.50. How a little Breton boy, who was good at "finding things," turns this gift to account.
- LENTIL.** Written and illustrated by Robert McCloskey. Viking. 62 pp. \$2.00. A humorous small-town story with a truly American flavor, copiously illustrated in large caricatures.
- A SUMMER DAY WITH TED AND NINA.** Written and illustrated by Marguerite de Angeli. Doubleday Doran. 32 pp. \$.75. The further everyday adventures of these two very real youngsters, the childlike quality enhanced by illustrations to match.
- TOO FAST FOR JOHN.** Written and illustrated by Emma L. Brock. Knopf. 92 pp. \$1.00. A simple and readable story of a boy's trip on a streamliner to California. Designed especially for self-reading.
- DAVID'S BIRTHDAY PARTY.** By Dorothy Kunhardt. Illustrated by Dorothea Warren. Rand McNally. 56 pp. \$.50. A slight, appealing story about a small girl substituting for an older brother, with sundry trials and an ultimate triumph.
- NICODEMUS AND THE NEWBORN BABY.** Written and illustrated by Inez Hogan. Dutton. 52 pp. \$1.00. A charming, natural treatment of the new baby's arrival, told from the viewpoint of our old friend Nicodemus.
- WHY CAN'T I FLY?** Written and illustrated by Sidney Lazarus. Scribners. 60 pp. \$1.25. The story of man's yearning to fly and of the age-long experiments that led to modern flying, told in brief text and pictures for the youngest reader.
- PEOPLE WHO COME TO OUR HOUSE.** By Clara Ingram Judson. Illustrated by Marjorie Peters. Rand McNally. 48 pp. \$1.00. Jean and Jerry learn how the plumber, the electrician, the carpenter, the painter and others contribute to our everyday comfort.
- ***GAILY WE PARADE.** Selected by John E. Brewton. Illustrated by Robert Lawson. Macmillan. 218 pp. \$2.00. A new and appealing anthology of verse—ranging from Mother Goose to William Blake—arranged in inviting groupings.
- FOR THE ELEMENTARY YEARS**
Ages Eight, Nine and Ten
- BRINGING UP RAFFLES.** By Gertrude Robinson. Illustrated by Glenna M. Latimer. Dutton. 52 pp. \$1.50. An unusually charming and intimate story of a great big dog and a puppy. Well illustrated.
- ROOKIE.** By Elisha Flagg, Jr. Illustrated by James Montgomery Flagg. Albert Whitman. 64 pp. \$1.00. A short, humorous story about a wire-haired terrier and his engaging antics. Most enjoyable writing and illustrating.
- TIM, A DOG OF THE MOUNTAINS.** Written and illustrated by Margaret S. Johnson and Helen Lossing Johnson. Harcourt Brace. 112 pp. \$1.75. Another of these authors' fine dog stories—exciting, authentic and entertaining. Large print and excellent page spacing make this an ideal read-to-yourself book.
- MY FIRST HORSE.** Written and illustrated by Will James. Scribners. 42 pp. \$1.50. A well-loved author writes and illustrates a perfect horse-and-boy story for younger readers.
- FLIPPY AND SKIPPY.** Written and illustrated by Donn Crane. Winston. 48 pp. \$1.50. An appealing book about two flying squirrels, told in bright, amusing style. Well printed for self-reading.
- SNIFFY, THE STORY OF A SKUNK.** By David M. Stearns. Illustrated by Sharon Stearns. Farrar & Rinehart. 60 pp. \$1.00. Another of this author's appealing animal biographies, making the unloved skunk an endearing animal.
- THE BEAVER TWINS.** By Jane Tomkins. Illustrated by Enos B. Comstock. Stokes. 112 pp. \$1.50. Beaver life presented in an entertaining story with pictures that contribute greatly to the tale.
- PETER AND THE WOLF.** By Serge Prokofieff. Illustrated by Warren Chappell. Knopf. 28 pp. \$2.00. A humorous fable set to music and here charmingly retold with unusual illustrations. A book for parents to share with their children.
- VANKA'S DONKEY.** By Sonia Daugherity. Illustrated by James Daugherity. Stokes. 62 pp. \$1.50. A vigorous folksy tale of Central Europe invites the story-teller as well as the young reader. The unusual illustrations match the humor and vitality of the text.
- ELIJAH, THE FISHBITE.** By Agnes Sligh Turnbull. Illustrated by Meg Wohlberg. Macmillan. 114 pp. \$1.50. Gay tale of a winning little kitten found in church by the minister's son. Well told and beautifully illustrated.
- FREDDY'S COUSIN WEEDLY.** By Walter R. Brooks. Illustrated by Kurt Wiese. Knopf. 284 pp. \$2.00. The author continues his delicious nonsense about the animals at the Bean Farm. Freddy, the rambunctious pig, introduces his cousin Weedly to barnyard society.
- OSCAR, THE OSTRICH.** By Jerome Schwartz. Illustrated by Mark David. Random House. 76 pp. \$1.00. An amusing satire on the world situation, epitomized in a gentle-voiced ostrich who learns to out-shout the acquisitive enemy.
- ROWENA, THE SKATING COW.** By Stewart Schackne and Fritz Eichenberg. Scribners. 58 pp. \$1.50. An utterly nonsensical book about a cow who achieves worldwide fame as a roller skater. Lively pictures.
- THE GREAT GEPPEY.** Written and illustrated by William Pene DuBoise. Viking. 92 pp. \$2.00. Entertaining nonsense about a striped horse who, as a detective, solves a mystery for a circus.
- PEPPER MOON.** By Esther Wood. Illustrated by Laura Bannon. Longmans Green. 32 pp. \$2.00. A Chinese boy's quest for a pet and his ludicrous misadventures make an amusing story, illustrated with caricatures.
- ***KERSTI AND SAINT NICHOLAS.** Written and illustrated by Hilda van Stockum. Viking. 70 pp. \$2.00. A charming Christmas story, told with rare humor and understanding. A beautiful and distinguished book.
- AT MIDSUMMER TIME—A STORY OF SWEDEN.** Written and illustrated by Emma L. Brock. Knopf. 80 pp. \$1.50. A delightful picture of life in a Swedish village seen through the eyes of a little girl. Written and illustrated with peasant freshness and spirit.
- SINFI AND THE LITTLE GYPSY GOAT.** By Chesley Kahmann. Illustrated by F. Luis Mora. Random House. 70 pp. \$2.00. Another delightful sketch of gypsy children by one who knows and likes them, and presented with authority and sincerity.
- GOING PLACES.** Written and illustrated by William Wolfson. Coward McCann. 42 pp. \$1.50. An original approach to climatic geography, told from the viewpoint of different children who live in far corners of the world. Effectively illustrated.
- THE STORY OF LEE LING.** Written and illustrated by Eleanor Frances Latimore. Harcourt Brace. 114 pp.

* The books starred are of outstanding merit and quality.

\$2.00. A charming and entertaining story of a small Chinese girl, set against a vivid background of the customs and habits of her home. Effectively illustrated in black and white.

***THE SILVER DOLLAR.** By Janette Sebring Lowrey. Illustrated by Barbara Latham. Harper. 48 pp. \$1.50. A readable and lively story of a small boy on a Texas ranch, made particularly vivid by numerous colorful illustrations.

THE VIOLIN DETECTIVES. Written and illustrated by Myna Lockwood. Oxford. 48 pp. \$1.00. A lively mystery story with a young Italian-American as its hero, and violin-making as its background.

***KATY'S QUILT.** Written and illustrated by Ruth Holbrook. Doubleday Doran. 72 pp. \$2.00. An enchanting story about a little girl's difficulties and final success in meeting General Grant. Authentic, folksy background, with beautiful illustrations.

THE MAGIC TUNNEL. By Caroline D. Emerson. Illustrated by Raymond Lufkin. Stokes. 120 pp. \$1.75. History, fantasy and adventure comingled in a tale of two modern children transported back to old New Amsterdam.

A CONCH SHELL FOR MOLLY. Written and illustrated by Lucille Wallower. David McKay. 58 pp. \$2.00. The story of a little girl on a canal boat in 1885, who becomes the proud possessor of a conch shell as a gift from an old Salt. Quaintly illustrated.

WOODEN SHOES IN AMERICA. By Lois Maloy and Alice Dalgliesh. Scribners. 64 pp. \$1.75. Incidents in the lives of two Dutch children in old New Amsterdam make a good background book for supplementary reading. Many pleasing illustrations.

***THEY WERE STRONG AND GOOD.** Written and illustrated by Robert Lawson. Viking. 64 pp. \$1.50. The best of American tradition and incident reflected in the author's family history of three generations—brief narratives with distinguished illustrations.

EDWARD MACDOWELL AND HIS CABIN IN THE PINES. By Opal Wheeler and Sybil Deucher. Illustrated by Mary Greenwalt. Dutton. 144 pp. \$2.00. For children interested in music or just a story of a regular boy, this is a simply told romance of a very beloved American composer. Many illustrations and music excerpts.

***STORIES OF THE GODS AND HEROES.** By Sally Benson. Illustrated by Steele Savage. Dial Press. 256 pp. \$2.50. The old Greek mythological stories retold to form a collection of vital tales. The illustrations are a perfect complement to the text.

FOR THE INTERMEDIATE YEARS Ages Ten, Eleven and Twelve

***DON'T BLAME ME!** By Richard Hughes. Illustrated by Fritz Eichenberg. Harper. 160 pp. \$1.50. A delectable collection of original fantasies, told by one who is able to combine magic with a rare understanding of the child's world. Clear, amusing pen-and-ink illustrations.

NO TROUBLE AT ALL. Written and illustrated by Paul Brown. Scribners. 126 pp. \$1.50. Another lively animal story—this time of an everyday dog and his master—told by an author-illustrator who knows his stuff.

RACHEL OF ROMNEY. By Primrose Cumming. Illustrated by Nina Scott Langley. Scribners. 180 pp. \$1.75. A lively picture of family life on the English marshes is background for this endearing story of a pet lamb.

SIR NOBLE, THE POLICE HORSE. By Mary Graham Bonner. Knopf. 66 pp. \$1.50. An absorbing story of a

police horse from its colthood through its training and active service on the police force. Well illustrated by photographs.

SATURDAY MAGIC. By Jack Becholdt. Illustrated by Decie Merwin. Oxford. 94 pp. \$1.50. Tad's encounter with magic and a magician will delight every young boy who has ever longed to pull a rabbit out of a hat.

***ALONG THE ERIE TOWPATH.** By Enid LaMonte Meadowcroft. Illustrated by Ninon MacKnight. Crowell. 228 pp. \$2.00. An entertaining story of lively, likeable children revivifies an historic period. Exquisite illustrations lend further distinction to the book.

***UP THE RIVER TO DANGER.** By Elizabeth Palmer. Illustrated by Richard Holberg. Scribners. 184 pp. \$1.75. The full flavor of real people and convincing adventure make this a superlative young pioneer story from the Middle West.

BLUEBERRY CORNERS. Written and illustrated by Lois Lenski. Stokes. 210 pp. \$2.00. New England of a hundred years ago, lovingly recreated in a lively story of the Parsons family.

***THE FAIR AMERICAN.** By Elizabeth Coatsworth. Illustrated by Helen Sewell. Macmillan. 132 pp. \$2.00. An exciting tale of a boy's escape from a mob in the French Revolution and his voyage to safety on an American sailing vessel. Fine writing and illustrations make this a distinguished book.

***THE LAND HE LOVED.** By Elizabeth Emmett. Illustrated by Lydia H. Parmelee. Macmillan. 292 pp. \$2.00. A sympathetically told tale of an English lad's life as a "bound" boy with a kindly pioneer Rhode Island family. A book of real quality.

EMMA BELLE AND HER KINFOLKS. By Eva Knox Evans. Illustrated by Flavia G. G. Putnam. 176 pp. \$2.00. The flavor of Tennessee at the end of the last century adds a fillip to this story of a girl who manages to make things happen for herself and everybody near her.

A NEW MEXICAN BOY. By Helen Laughlin Marshall. Illustrated by Olive Rush. Holiday House. 86 pp. \$2.00. A charming idyl of Spanish-American life and art as it follows the seasons in the mountains of New Mexico. Delicately illustrated.

PEDRO. By Marjorie Flack and Karl Larsson. Macmillan. 96 pp. \$2.00. Present-day Mexico, its fiestas and its daily life, in a lively story. Superb color plates and drawings.

***THE CUCKOO CALLS: A STORY OF FINLAND.** By Nora Burglon. Illustrated by Edgar and Ingri Parin d'Aulaire. Winston. 280 pp. \$2.00. The call of the cuckoo heralds an era of adventure for Jukka and Vendla, twin brother and sister, living in a small town in modern Finland.

DINA AND BETSY. By Adele deLeeuw. Illustrated by Cateau deLeeuw. Macmillan. 138 pp. \$1.00. The picturesque daily life of two little girls in the Netherlands.

***BRIGHT SKY TOMORROW.** By Mary Brewster Hollister. Illustrated by Esther Wood. Friendship Press. 122 pp. \$1.00. A timely story in a realistic setting, with all the nostalgic feeling of an old Chinese family before and after the Japanese invasion.

THE SECRET OF THE LODGE. By Noel Streetfield. Illustrated by Richard Floethe. Random House. 234 pp. \$2.00. Some British children solve a royal kidnapping mystery enthusiastically and convincingly.

PAM'S PARADISE RANCH. By Armine von Tempksi. Illustrated by Paul Brown. Dodd Mead. 334 pp. \$2.00.

(Continued on page 20)

* The books starred are of outstanding merit and quality.

Information and Entertainment

New Books for Young Readers

South America

FEATHERS

By Alice C. Desmond

A rhea is a strange animal that looks somewhat like an ostrich and lives in the Argentine. Feathers was caught by the gauchos out on the pampas and brought back to the Southern Cross ranch. Here Feathers led an exciting life—he went to a picnic, helped fight locusts, and scared away some robbers. Eventually, this funny-looking rhea became the Southern Cross' proud and happy mascot.

A fine picture of ranch life in South America. Illustrations by Wilfrid Bronson. (Ages 6-10.) \$1.50

Holland

DINA and BETSY

By Adele De Leeuw



The interesting life and customs of the historic old Dutch island of Walcheren is told in this charming story. Dina and Betsy were

two small girls who had an exciting time going to the butter market, visiting grandmother at Veere, and having picnics on the beach. A happy, entertaining story of Dutch life, with many illustrations in two colors by Cateau De Leeuw.

(Ages 8-12.)

\$1.00

Modern Manners

THIS WAY, PLEASE

By Eleanor Boykin

A book that outlines *today's* good manners for young people. Sections on manners at school, at parties, at business, will help them enjoy their social and everyday life, and give them poise and understanding. Amusing, readable text, and humorous illustrations. \$1.75



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Neatness in the home is an essential of good manners

Aviation

FLIGHT 17

By Henry B. Lent

Take a trip in a transport plane from New York to Chicago with this favorite author who explains everything on the way! You'll learn all about the airport, the plane, its crew, and feel as if you, too, were flying aboard "The Arrow." A fine "why and how" book to introduce young readers to aviation. There are many interesting illustrations by George and Doris Hausman. (Ages 8 to 12.) \$1.00



Present-day Indian Life

A SON OF THE FIRST PEOPLE

By Adelaide Arnold

Sukut was an Indian boy who lived in Southern California. When he was sent to the Government school, he was unhappy and glad of a chance to return to his tribe. But the friends he made at school, and his interest in painting made him realize the advantages of the white man's education. An unusual modern Indian story that gives boys and girls an insight into the Indian life of today. Illustrated by Loren Barton. (Ages 10-14.) \$2.00

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BOOKS of the YEAR for CHILDREN

(Continued from page 18)

An exciting story of the heroine's efforts to save her ranch in Hawaii. The illustrations add local color.

TUMBLEDOWN DICK. By Howard Spring. Illustrated by Steven Spurrier. Viking. 262 pp. \$2.00. A well-known author writes about a country boy's adventures in the Market section of Manchester, England. An interesting story for the literary child.

PECOS BILL AND LIGHTNING. By Leigh Peck. Illustrated by Kurt Wiese. Houghton Mifflin. 68 pp. \$1.75. Rollicking tall tales of the West, effectively retold for today's children, and humorously illustrated.

***BIG ROAD WALKER.** By Eula Griffin Duncan. Illustrated by Fritz Eichenberg. Stokes. 122 pp. \$1.75. The improbable adventures of a colored giant, his family, and a bear, are worthy rivals of the "Uncle Remus" characters. Fine to read aloud by those who can manage the dialect. For a wide age range.

RIVER-BOY: THE STORY OF MARK TWAIN. By Isabel Proudfoot. Illustrated by W. C. Nims. Julian Messner. 248 pp. \$2.50. A stirring and stimulating biography of Mark Twain that does justice to a life that was almost as exciting as his books about the Mississippi in pioneer days.

***WINGS FOR WORDS: The Story of Johann Gutenberg and His Invention of Printing.** By Douglas C. McMurrie with the collaboration of Don Farran. Illustrated by Edward A. Wilson. Rand McNally. 176 pp. \$2.00. This dramatic story makes a moving tale of a turning point in history and a vivid picture of medieval life in Germany. Distinguished in format and content.

PERILOUS JOURNEYS. By Irma Taylor. Harcourt Brace. 232 pp. \$1.50. True tales of recent daring explorations told realistically and with drama. Illustrated with maps and photographs.

***CALL IT COURAGE.** Written and illustrated by Armstrong Sperry. Macmillan. 96 pp. \$1.75. An extremely well-told version of an old Polynesian legend presented in a truly beautiful book.

FOR OLDER BOYS AND GIRLS Ages Twelve and Over

***WINGS OF GLORY.** By Sonia Daugherty. Illustrated by James Daugherty. Oxford. 236 pp. \$2.50. This retelling of the familiar but ever-gripping story of King David makes this a deeply dramatic and exciting book. Rugged illustrations by a gifted artist.

***UNDER THE GREENWOOD TREE.** Songs by William Shakespeare, selected by Julia Louise Reynolds. Illustrated by Leonard Weisgard. Oxford. 52 pp. \$2.50. Beautiful stylized pictures make these songs from Shakespeare's plays a fine addition to a young collector's library. Large format.

LEONARDO da VINCI: ARTIST AND SCIENTIST. By Leo Lerman. Illustrated by Robert Ball. Bobbs-Merrill. 312 pp. 2.00. The incredible vitality and genius of a great artist, scientist and inventor, is dramatically unfolded against the colorful days of the Renaissance.

HE HEARD AMERICA SING: THE STORY OF STEPHEN FOSTER. By Claire Lee Purdy. Illustrated by Dorothea Cooke. Messner. 236 pp. \$2.50. Stephen Foster comes to life in this interesting book for young people who have known his work. Included are the words and music of many of his songs.

ROBERT LOUIS STEVENSON: TELLER OF TALES. By Eulalie Osgood Grover. Illustrated by Marc Simont. Dodd Mead. 266 pp. \$2.00. A sympathetic and interesting life of a famous and favorite author.

THE GAY POET: THE STORY OF EUGENE FIELD. By Jeannette Covert Nolan. Illustrated by Robert Robinson. Julian Messner. 260 pp. \$2.50. A delightful young biography done in a spirit as gay and fun-loving as Eugene Field himself.

***NANSEN.** By Anna Gertrude Hall. Illustrated by Boris Artzybasheff. Viking. 166 pp. \$2.50. The stirring life of Nansen, Norway's great hero, in a beautiful and exciting book.

***MY BROTHERS AND I** Written and illustrated by Alexander Finta. Holiday House. 186 pp. \$2.00. Gay incidents from his own exciting childhood in Hungary, vividly recounted and illustrated by a noted sculptor.

YOUNG MAC OF FORT VANCOUVER. By Mary Jane Carr. Illustrated by Richard Holberg. Crowell. 238 pp. \$2.00. A realistic story about a Scotch-Indian boy in the early days of fur-trading on the Columbia River.

LASSIE COME-HOME. By Eric Knight. Illustrated by Marguerite Kirmse. Winston. 248 pp. \$2.00. The story of a thoroughbred collie, faithfully and perseveringly finding her master, four hundred miles away, will touch your heart and hold your interest.

HORSES I HAVE KNOWN. Written and illustrated by Will James. Scribners. 280 pp. \$2.50. Stories of horses and ranch life told in cowboy vernacular—a good new book by an old favorite.

***ON SAFARI.** By Theodore Waldeck. Illustrated by Kurt Wiese. Viking. 208 pp. \$2.50. A personal tale of high adventure exploring in the African veldt, superbly told and appropriately illustrated.

I MARRIED ADVENTURE. By Osa Johnson. Lippincott. 372 pp. \$3.50. A book addressed to adults yet so full of zestful living and the real adventures of Martin Johnson and his plucky wife that it finds instant response from high school students.

CHAMPION'S CHOICE. By John R. Tunis. Illustrated by Jay Hyde Barnum. Harcourt Brace. 300 pp. \$2.00. A swiftly moving tennis story. Good characterization and a budding romance make this a most satisfying book for girls.

LOCK HER THROUGH. Written and illustrated by Erick Berry. Oxford. 246 pp. \$2.00. Thrilling adventures of the Parrott family during the development of the Erie Canal make a good yarn.

LUCY LOU FIGHTS FOR HER RIGHTS. By Helen A. Monsell. Illustrated by Paul Laune. Bobbs-Merrill. 280 pp. \$1.75. A lively girls' story told against a background of the struggle for woman's rights in the 1850's.

BLUE HORIZON. By Mary Wolfe Thompson. Illustrated by Janice Holland. Longmans Green. 222 pp. \$2.00. Against the background of a girl's first job at interior decorating, this story proceeds, with a touch of mystery, to a satisfactory denouement.

EDRA OF THE ISLANDS. By Marjorie Medary. Illustrated by Dorothy Bayley. Longmans Green. 280 pp. \$2.00. During a summer job as waitress in a Nova Scotia hotel, the heroine encounters a mystery, romance and a new angle on men and manners.

***THE YEAR OF JUBILO.** By Ruth Sawyer. Illustrated by Edward Shenton. Viking. 266 pp. \$2.00. A superb story of four brothers and a sister who courageously rebuild the family fortunes in their cottage on the Maine coast.

***THE KID FROM TOMKINSVILLE.** By John R. Tunis. Illustrated by Jay Hyde Barnum. Harcourt Brace. 356 pp. \$2.50. (Continued on page 22)

* The books starred are of outstanding merit and quality.

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*These books recommended by the
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BOOKS of the YEAR for CHILDREN

(Continued from page 20)

pp. \$2.00. From a Florida training camp to the World Series with a rookie who makes good in a major league. A baseball story that scores a home run.

*MORGAN'S FOURTH SON. By M. I. Ross. Illustrated by James Daugherty. Harper. 252 pp. \$2.00. An exciting young novel in which problems of our American youth on the farms are met largely through help from 4-H clubs.

HILL DOCTOR. By Hubert Skidmore. Illustrated by Benton Spruance. Doubleday Doran. 308 pp. \$2.00. A vigorous story of the struggle and eventual triumph of a boy who battles ignorance and superstition to practice medicine in his native Blue Ridge Mountain country.

RED IRON! THE STORY OF A YOUNG CIVIL ENGINEER. By Courtney Parmly Brown. Dodd Mead. 258 pp. \$2.00. An interesting and authentic account of a courageous, intelligent American boy. Makes a good career story.

MEN WITHOUT FEAR. By John J. Floherty. Lippincott. 224 pp. \$2.00. Thrills, risks and courageous service in ten dangerous occupations. Stories of the daring men who work in them.

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*SEE HOW WE WORK. By Sophie Lilienthal. Grosset & Dunlap. 52 pp. \$50. A photographic book explains how the cooperation between farm and factory produces the comforts and necessities of everyday life. (7 to 9.)

THE SKY IS BLUE. By W. Maxwell Reed. Illustrated by James MacDonald. Harcourt Brace. 152 pp. \$1.50. Another chatty book about everyday scientific phenomena, by an author who combines simplicity of style with a wealth of informational material. (8 to 12.)

THIS IS THE WAY WE BUILD A HOUSE. Text and photographs by Creighton Peet. Henry Holt. 126 pp. \$2.00. Excellent photographic record and factual narrative in which youngsters watch, step by step, the construction of their home. (7 to 10.)

BEN: THE STORY OF A CARTHORSE. By Primrose Cumming. Photographs by Harold Burdekin. Dutton. 96 pp. \$1.50. Record of the life of an English cart-horse in the city and country. Fine descriptions of English farming, illustrated with distinguished photographs. (10 to 12.)

WONDERS OF THE HEAVENS: ASTRONOMY FOR YOUNG PEOPLE. By Arthur Draper. Illustrated by Barry Bart. Random House. 28 pp. \$50. The workings of the solar system and the universe explained in simplest possible terms for young readers. Ample illustrated in color. (7 to 12.)

*UP THE MOUNTAIN.

*DOWN THE RIVER. By Marie Colmont. Adapted by Margaret Parker. Illustrated by Alexandra Exter. Harper. Each 20 pp. Each \$1.50. Large, colorful picture books presenting fascinating information about mountain and valley, river and stream—their geological phenomena, as well as their uses to man. (8 and over.)

*THE LITTLE HISTORY OF THE UNITED STATES. Written and illustrated by Mabel Pyne. Houghton Mifflin. 36 pp. \$1.75. A lively and valuable book for children and parents—hitting the high spots of American History from the long-gone yesterday of Columbus to the almost-here of tomorrow. Effective and innumerable marginal sketches in color. (7 to 9.)

*THE STORY OF ALASKA. By Clara Lambert. Illustrated by C. H. DeWitt. Harper. 38 pp. \$1.00. For each page of beautiful, dramatic picture we find a vivid text describing in warm, human terms the resources of a new land. (8 and over.)

THE SONS OF VULCAN: THE STORY OF METALS. Written and illustrated by Thomas Hibben. Lippincott. 260 pp. \$2.00. Authoritative information book about metals and their uses through the ages, from prehistoric tools to the modern steel mill. (12 and over.)

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The Pocketbook

By LOUISE JANUS

CHILD STUDY does not usually publish fiction. But occasionally we get a story about children like "The Pocketbook," which shows such rare insight that we offer it to our readers with pride.

MRS. LALLY looked not unlike a pigeon as she sat there in the sun blinking lazily. The fingers of her worn hands were interlocked and resting peaceably on her stomach. It was a fine day, God bless it, and Sunday, too. Her heavy body, ordinarily knotted from the petty cares and worries of her daily life, relaxed beautifully, completely on this Sabbath day. In fact, if one came close enough to her he could hear the imperceptible noises of a delicate snoring. Mrs. Lally, sitting on her bench in the park, was tucking away a little nap in these few spare moments of her busy life.

She awoke with a start, like a soldier catching himself asleep at his post. Margaret was in the same spot by herself at an empty bench.

And what kind of a game was this now? The child stood in front of the bench talking away to herself. Then she walked away and gathered stones, leaves, sticks and other articles from the ground. These she placed carefully upon the bench, all the while chattering, with emphasis given here and there by a shake or nod of the head. Then she picked up a few of the articles and carefully deposited them nearby at the base of a tree. She repeated the whole routine three times during the short time her mother looked on.

Mrs. Lally clamped her lips together tightly, pressing her tongue hard against the roof of her mouth. Somehow, doing this always steadied her when she came upon a phenomenon of life beyond her comprehension. She turned away and started to read the *Sunday News* for the sales.

Margaret was inscrutable, but it was the two youngest, taking after *him*, who gave her the torments of life. And a good thing they weren't here now to disturb the peace. *He* had taken them out that Sunday (to another park—special for *him*), vowing he would never again be seen on the streets with her. Mrs. Lally's tongue met the roof of her mouth—it was all over a few pennies she was trying to save by advising her husband to buy the eleven-cent cigarettes instead

of throwing away good money on the seventeen-cent kind. Who would think of these things if not she?

A crazy burst of wind swept along the ground, whipping up the leaves in a furious whirlpool at her feet. Mrs. Lally turned around to note the position of the sun. It was nearing supper and time for the family to be hungry, what with being out in the good air that nips the appetite.

She called to Margaret, but the child did not hear her. Sighing from the pain in her rheumatic legs, she got up, adjusted her weary-looking hat, and went for Margaret. The child saw her and instantly stopped playing.

They walked slowly through the park on their way home. Mrs. Lally complained about the shortness of the day, and Margaret assured her mother she liked this park best of all—not that she had ever set eyes on any other park. They were already on Columbus Avenue, when quite unexpectedly Margaret let go her mother's hand.

"I forgot something," she said.

"And what would you be forgettin'?"

"I have to go back. My pocketbook."

"What pocketbook?"

"I forgot it in the store. I have to go get it." Margaret turned to go back.

Mrs. Lally grabbed the child's arm and pulled her back. "You're doin' no traipsin' through the park now. Come home like a good girl."

"I was in the store and I forgot it. It's on the counter. Please, Mama, let me go back. Somebody'll take it."

A hideous thought flashed through Mrs. Lally's head. She gripped the child's shoulders and shook her. "Did you steal it? Answer me!"

Margaret's chin quivered against the wispy rabbit collar of her coat. A deadly resignation filled Mrs. Lally's voice.

"Come, now. Out with it."

"I *didn't* steal it. I didn't steal anything. It's mine. It's *my* pocketbook."

"Now, don't be gettin' round me with your snivlin'. If you didn't steal it, then you haven't got a pocketbook. Home, now." She grasped the child's arm.

But Margaret refused to budge. With the boys,

now, Mrs. Lally could give them the back of her hand and they'd be off. Why couldn't she do the same with Margaret? What kind of mother was she not to command obedience from her children?

Margaret was crying softly, trying hard to keep the sounds deep within her.

The mother tried reason. "For shame, Margaret, a big girl like you, goin' on five. Cryin' is for your baby brothers.

The crying increased in volume and tone.

"An' don't be wipin' your nose with your Sunday coat!"

And then an idea came to Mrs. Lally. Oh, she could play a game as well as the next one. Gently, all trace of anger erased from her voice, she asked, "What kind of pocketbook was it, Margaret?"

"It had money inside."

"God in heaven! What money?"

"I went to the store. I bought some chocolate cake and a tootsie roll and the man gave me change. Sixteen cents. It's in the pocketbook."

"Ah, child!" Mrs. Lally sighed with a patronizing sadness. "It was only a game you was playin'."

"No! No! I left it there. It's a red pocketbook."

The sobbing continued; it was a wail that came from a deep, unlimited source. Mrs. Lally knew when the odds were against her. There was nothing to do but go back.

"Shame on you, Margaret! Shame!"

They turned around and retraced their steps, with Mrs. Lally, in monologue, remarking on the contrariness of Margaret and the general worthlessness of her brood and husband in general.

Margaret led the way to the bench where she had been playing. Mrs. Lally stayed close behind, watching every move. The child went eagerly to the bench. It was quite empty, as she had left it—except for two stones and a twig that lay there. Quietly, calmly, Margaret picked up her pocketbook and slipped it in her hand. Mrs. Lally's face set into a deadly mould.

Mother and child started back again. Margaret kept a noticeable distance apart, alongside her mother, her arm crooked close to her body, carrying the pocketbook, and no words were spoken between them as they walked home.

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STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACTS OF CONGRESS OF AUGUST 24, 1912, AND MARCH 3, 1933

of CHILD STUDY, published quarterly in Fall, Winter, Spring and Summer issues, at New York, N. Y., for October 1, 1940.

State of New York } ss.
County of New York }

Before me, a Notary Public, in and for the State and county aforesaid, personally appeared Pauline Rush Fadiman, who, having been duly sworn according to law, deposes and says that she is the Managing Editor of CHILD STUDY, and that the following is, to the best of her knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, as amended by the Act of March 3, 1933, embodied in section 337, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

Publisher—Child Study Association of America, 221 West 57th Street.

Editor—None.

Managing Editor—Pauline Rush Fadiman, 221 West 57th Street.
Business Manager—Charlotte Williams, 221 West 57th Street.

2. That the owner is: (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding one per cent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a firm, company, or other unincorporated concern, its name and address, as well as those of each individual member, must be given.) Child Study Association of America, a philanthropic educational corporation, without stockholders, 221 West 57th Street, New York, N. Y., Mr. W. Carson Ryan, President; Mrs. George Van Trump Burgess, Mr. Frank E. Karelson, Jr., Mrs. Everett Dean Martin, Mrs. Hugh Grant Straus, Vice-Presidents; Mr. Beardsley Ruml, Treasurer.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: (If there are none, so state.)

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4. That the two paragraphs next above, giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds, or other securities than as so stated by her.

5. That the average number of copies of each issue of this publication sold or distributed, through the mails or otherwise, to paid subscribers during the twelve months preceding the date shown above is..... (This information is required from daily publications only.)

PAULINE RUSH FADIMAN.

Sworn to and subscribed before me this 8th day of October, 1940.

(Seal) WALTER L. BISHOP,
Notary Public, Queens County.
Queens Co. Clk's No. 140, Reg. No. 4206.
N. Y. Co. Clk's No. 29, Reg. No. 1-B-26.
Commission Expires March 30, 1941.

Book Reviews

Your Child's Development and Guidance. Told in pictures, by Lois Hayden Meek. With photographs, and line drawings by Lucia Manley. Lippincott. 166 pp. \$2.00.

This is a book written expressly for parents of young children, but one which is much more than a manual of instructions for bringing up two-to-six-year-olds. The difficult trick which Dr. Meek accomplishes in this small volume is that of actually interpreting the child's actions and moods to the parent. This is the sort of thing which helps toward that rare and intangible quality of insight into children's feelings which plays so large a part in the better understanding of children's needs.

The emphasis throughout is placed on normal children, their everyday needs, problems and adjustments. There is no dramatic detail about abnormal children in extreme situations; but there is sound counsel on how and where to call in consultants or specialists in those unusual situations which happen even to normal children. The author stresses the forces in the child's individual environment and the personalities in his family which contribute to his growth and development.

The format of this book is unusually attractive, profusely illustrated with simple diagrams, charts and tables, and intelligible comment about training and the normal expectations at each age level in the development of young children. The clarity and simplicity of the illustrative material makes it especially helpful for parents who are scared by more formidable presentations.

The pictures and diagrams by Lucia Manley are particularly valuable in describing the physical development of children. These tell parents what to expect and how to be on the watch for it, and how and what to do in different situations. The sketches of a child learning to walk, and of the other physical activities of the early years are as telling as good cartoons. The pictures and the simple, yet authoritative, text, supplement each other effectively.

All in all, this is an unusually helpful book for the vast body of ordinary parents of ordinary two-to-six-year-old children, and can be recommended to all others who have anything to do with young children.

SIDONIE MATSNER GRUENBERG.

Borrowed Children. By Mrs. St. Loe Strachey. The Commonwealth Fund, New York, 1940. 149 pp. 75 cents.

During the first days of September in 1939, some 730,000 English children were evacuated from their homes to parts of the country that were considered safe from attack. "Borrowed Children," published in England in July and reprinted here by the Commonwealth Fund, is a poignant and timely account of some of the problems that arose in this evacuation and of the ways in which they were met.

This book is not a heavy statistical study for professional workers. Frankly labeled "a popular account," it attempts merely to describe what happened in terms of typical sample stories—of the children's arrival in several different reception areas, all the confusion and turmoil of those first days, and stories of a number of individual children who had special difficulties in adjusting to their new environment. Out of these short vivid pages emerges a composite picture of the emotional problems that were caused or sharpened by the abrupt dislocation of these children's lives, and the way in which many of these problems were helped by applying mental hygiene methods under the guidance of psychiatrists and social workers.

One wishes at times that the book were more of a comprehensive survey, that it gave us a better idea of how many children were referred to the various types of guidance services that were set up, how adequate such services were, how many children were returned to their homes during the winter and why; and above all, we wonder what has happened to these children since the bombing of cities has been undertaken in earnest. But perhaps this is asking too much. What it does do is give us a heart-breaking picture of children, bewildered and confused, meeting the emergency with patience and courage, of "hostesses" giving of themselves unstintingly to children of all ages and temperaments and backgrounds, and of communities mobilizing their resources to meet the situation as effectively as possible for each child.

This little book is full of stimulating and valuable material, some of it inferred, some overtly stated, all of it presented with restraint, all of which will be invaluable to those in America who are welcoming or hoping to welcome such children here. Its im-

(Continued on page 29)

Radio Programs for Children

IN ITS Summer issue, *CHILD STUDY* promised to present a detailed report of the round table discussion held by the Radio Committee of the Child Study Association on May 28.

This meeting was called for the purpose of considering the problems involved in planning better programs for children. Among the special guests who represented the broadcasting companies were: Mr. Mitchell Benson, commercial program manager of WOR, Mr. Yasha Frank, of the program department of CBS; Mr. Eph James, advertising manager of NBC, and Dr. Arthur T. Jersild, consultant on children's programs for CBS. The chairman of the Child Study Association's Radio Committee, Mrs. Frank E. Karelsen, Jr., opened the meeting by bravely posing the following direct questions:

1. Why have many programs which are strongly disapproved by most adults been successful on the air?
2. Why are many "approved" programs unsuccessful.
3. Is a good program necessarily one that has no appeal to children?
4. To be commercially successful, does a program have to be on a low level of quality?

According to some representatives of the broadcasting companies present, the answer to the first question seems to be simply the unpleasant truth that many parents do not understand their children's legitimate cravings in radio fare. The parents frequently frown upon thrills and excitement, while the average child apparently craves these very things. And, therefore, it is usually the programs with the strongest excitement and the strongest parental disapproval which prove most successful in appealing to children. This leaves the more conscientious broadcasting companies in the awkward position of trying to straddle the wide gap between the child who wants nothing but thrills and the parent who wants her child to have nothing but education via the radio.

There are some highly approved programs long popular with children and highly approved by their parents, such as "Renfrew of the Mounted" and "Let's Pretend," which have not proved saleable as commercial programs. Here the answer seems to lie in a combination of factors: first, the number of commercial products which can make a direct appeal to children as potential buyers is very small; second, the whims of commercial sponsors are unpredictable. Ap-

parently there is no formula for preparing a program which would make it so good and so popular that it would inevitably secure a sponsor. If a sponsor feels like buying a program, he buys it. In this respect, children's programs have fared no worse than sustaining programs in other fields.

One member of the radio committee suggested that perhaps the advertising has been directed in a too narrow scope, toward the children only. Sponsors have been operating on the theory that if you make the children allies of the product they will persuade their parents to buy the product. Perhaps part of the appeal could be made to the parents of the children who listen to the programs, and thus get a response to the product from the parents, who have the real buying power, rather than solely from the children. (Provided the programs were good enough for the parents to bear up under them.)

The fact that a good program is not necessarily one which has no appeal to children has been frequently demonstrated on the networks. It is not at all impossible to maintain a balance between what the children like and what the parents think they should like. There is bad excitement and there is authentic, good excitement; and an exciting program need not be an offensive one.

In answer to the last question asked, the consensus was that, in the main, successful children's programs are today on a much higher level than they were a few years ago. Another question asked along the same lines was whether the programs now on the air were the best that could be had. Some of the representatives of the broadcasting companies felt the programs were the best that could be had under practical working conditions, considering that most advertisers buy programs on the basis of how many packages of their products these programs can sell. They want anything that has the strongest draw with children, however much the broadcasting company may desire to make the program conform to the demands of parents. Also there is the deterring fact that the best programs are usually the most expensive ones, so that children's radio programs which are run on relatively small budgets are not the best possible. The representative of one broadcasting company questioned the statement that the programs we now have are the "best available." He felt that although we must recognize children's interests and cravings, a program

(Continued on page 29)

News and Notes

Special Service Committee for European Children

Under the direction of the Family Guidance and Consultation Service of the Child Study Association, a new special service committee has been formed for European children. This committee plans to do a timely job of helping with the adjustment problems of evacuated children and their foster parents.

The committee will operate under the co-chairmanship of Mrs. Dean K. Worcester and Mrs. Albert H. Aldridge. Mrs. Ena Curry, who has worked with young evacuees in England, will be actively engaged in this project.

On Mondays and Wednesdays the Committee will maintain a special information service desk at Child Study Association headquarters to handle all inquiries.

Aids in Education for Democracy

Teachers who are looking for help in their classroom problems concerning democracy are invited to call upon the Service Bureau for Intercultural Education. This service offers a positive curricular approach to the problem of intergroup prejudice, expert service where friction threatens, and practical aids for the classroom teacher.

The Service Bureau for Intercultural Education fosters understanding and appreciation among the many ethnic and culture groups that compose the population of the United States. Its methods have been successfully used in more than fifty public schools in all parts of the country, with widely different problems. It collects and publishes facts on all culture groups, and its research material formed the basis for the highly successful radio series "Americans All—Immigrants All," broadcast last year, of which permanent recordings as well as scripts are available and may be obtained from the U. S. Department of the Interior, Office of Education, Washington, D. C.

Among the direct series of the Bureau are Teachers' Manuals on Intercultural Education at primary, elementary, and junior and senior high school levels; one hundred classroom units designed to be used in various high school departments, containing suggestions for class activities and assembly programs. Field service is available by special arrangement. Courses for teachers and community leaders have been conducted by the Service Bureau staff this year for the Board of Education of New York City and also at New York University.

For publications list, prices, and full information, write to the Service Bureau for Intercultural Education, 300 Fourth Avenue, New York City.

Sex Education in the Schools

The United States Public Health Service has reissued in a thoroughly revised form the teachers' manual, "High Schools and Sex Education," edited by Benjamin C. Gruenberg. Like the first edition of 1922, this project was carried out in cooperation with the United States Office of Education, and contains an introduction by Commissioner John W. Studebaker and Surgeon General Thomas Parran.

This book is based on the premise that just a course on "sex education" as an isolated part of the secondary school curriculum is neither sufficient nor desirable. Sex is not an isolated phenomenon which can be explained adequately in terms of itself alone. Sex education in the true sense can be taught only as part and parcel of all the other courses. The social science teacher, the teacher of literature and home economics, the physical education instructor—all have their responsibilities as well as the teachers of biology or hygiene. The part which sex education can play in each of these fields is described. Emphasis is also placed on the importance of helping young people to understand the emotional and social implications as well as the physiological facts of sex.

"High Schools and Sex Education" is 20 cents a copy and can be obtained by writing to the Superintendent of Documents, Washington, D. C.

Conference on Family Relations

The third annual meeting of the National Conference on Family Relations will be held in Chicago from December 26 to 28, 1940. Under the presidency of Adolf Meyer, M.D., a program has been planned which will include the following speakers: Dr. Meyer, Katherine Lenroot, Dean Charles W. Gilkey, Ernest R. Groves, Emily H. Mudd and William F. Ogburn.

The effects of the international situation on the family in England, France, Germany, and the United States will be discussed, the first three meetings to be addressed by persons recently returned from those countries.

Further details of this conference can be had by writing to the National Conference on Family Relations, 1126 East 59th Street, Chicago, Ill.

Junior Programs

Junior Programs, Inc., a non-profit-making organization which bases its entertainment program on the belief that children can appreciate and are entitled to the finest professional performances of music, drama, and ballet, announces a change of policy this year. Beginning this fall, each of the Junior Program companies will have a new show each season. Thus for the 1941-42 season there will be a new opera, a new ballet, and a new play for the children who attend Junior Program events.

This change in program may affect the committees sponsoring Junior Programs who had wished to include productions formerly in the Junior Programs repertoire. Hereafter, each of the companies will carry only one show, but that a brand new one.

RADIO PROGRAMS FOR CHILDREN

(Continued from page 27)

does not have the right to take advantage of children's credulity and flourish just because they like it.

The committee raised the point that perhaps the broadcasting companies are neglecting some avenues for securing and producing the best possible children's programs. It was felt that the new field of radio needed good and original new talent, some of which is available in radio workshops and radio departments of universities. The broadcasting companies do not seem to go out as actively as perhaps the publishers of children's books do, for example, to provide means of discovering and developing new talent, and of making the field easier to enter for young writers.

In conclusion, the meeting debated the perennially fascinating problem: What is a "good" program, and what is a "bad" one? It was finally decided that no one was really qualified to define absolutely a good program, since the criteria are based on intangibles which can be sensed but not defined. The one criterion everyone did agree upon is that a bad program for children is one which is obviously untruthful and exploits bad sentiments, whereas a good program does not persuade the listeners to anti-social conduct, though it may be as exciting as a bad one.

P. R. F.

Radio Committee

Mrs. Frank E. Karelsen, Jr., Chairman
Mrs. A. Bashein, Mrs. A. Dunn, Miss Josette Frank, Mrs. David Friend, Mrs. Murray Hearn,

Mrs. Sydney Krause, Mrs. Ruth Lascoff, Mrs. Richard Loeb, Mrs. Edith G. Mencher, Mrs. Jacques Nordeman, Miss Minna Pollak, Miss Ruth Rich, Mrs. Milton Rose, and Miss Jean Whitlock.

BOOK REVIEWS

(Continued from page 26)

plications, however, go far beyond its practical use. It is inspiring and tremendously encouraging to see a country in the midst of a national emergency and struggling for its existence, so concerned with the mental as well as physical health of its people. It is this awareness of human welfare and individual worth that is one of the essentials of democracy.

ALINE B. AUERBACH.

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Scribner Juveniles on the Child Study Association's Selected List

**A Book
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SCRIBNERS

No Trouble at All
by Paul Brown

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NEW YORK

PHYSICAL ASPECTS OF EMOTIONAL PROBLEMS

(Continued from page 4)

integral part of growth and need not only physical supervision but a review of the habits and practices which cover family relationships, classroom activities, play and the kinds of creative outlets.

Then the peculiar problems which one gets around puberty, especially those pertaining to the menstrual rhythm: slowness in onset or too early onset; irregularity, pain or freedom from pain. All these factors may have something to do with the psychic realization that menstruation is an evidence of being grown up, and with it comes the necessity of accepting one's rôle as a woman.

There probably is no more common phenomenon in the adolescent girl than the suppression of menstruation when undergoing a change of environment. All sorts of reasons are assigned for this happening. The following is a picture which we have found all too frequently: the growing child evaluates menstruation as a landmark when childhood is put behind and the responsibilities of the adult begin. There are some youngsters who prefer not to grow up, and, in accordance with that conscious and sometimes unconscious wish, use menstruation as a symbol of acceptance or rejection of maturity.

No comprehensive evaluation of an individual is possible unless a thorough physical overhauling has been made, and any inexplicable, repeated set of physical symptoms which do not respond after a reasonable time to physical remedies should make us suspicious of an emotional basis. Many children have carried the physical symptoms of mental disturbances to such an extent that they have to undergo painful treatment and occasionally surgical procedures

which are avoidable and fruitless as far as results are concerned. And well-meant attention to physical symptoms, if persisted in too thoroughly, sometimes has its sad repercussions, for it may lead to a remote interest in health, or hypochondria.

All these possibilities definitely point to the necessity of examining the total human being when any single type of treatment is ineffective. Only the physician working with a full kit of organic and spiritual sensitivity is equipped to handle the individual as an individual is entitled to be handled. If we are to keep in step with the modern concepts of medicine, if we wish to understand the many problems of our growing children, we must think of the human being as an entity rather than a dichotomy of physical and mental forces; we must not separate him into "body" and "mind," but regard him as that complicated and precise mechanism which nature made him: a body-mind.

READING DISABILITIES

(Continued from page 13)

treatment which tax all our clinical skill and knowledge. Probably the wisest suggestion for parents whose children may have a reading disability is to seek the best professional help available for this problem.

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SIGNALS OF GROWTH

By MYRTLE B. McGRAW

(Continued from page 10)

These illustrations are given merely to indicate what is meant by watching for signals in the child's behavior which can be used as a means of selecting the best guidance in providing for this environment. Modern investigators in the field of child development cannot provide specific prescriptions comparable to the maxims of old, but they can be helpful in determining the types and meaning of behavior signals which may be expected in the child's essential activities. It is reasonable to assume that the child shows as definite signs of readiness to begin to learn how to read as he does for toilet training.

THE obligation of future research workers in child development is to point the way so that parents and teachers may be better enabled to detect and interpret these behavior signals. But the big job still rests with the parents. They must learn to observe. The ability to observe is not a God-given trait; it expands and develops with experience, whether one is observing the behavior of children, a slide under the microscope, or birds in their flight. A peculiar rustle among the leaves will tell the observant person it's the scratching of a Towhee, while to another it is merely a noise in the leaves, and the still less observant will not even hear it. A few hints about form and rhythm will be helpful to the beginner in art appreciation, but even the best critic cannot tell the student just what to see in a great painting. The first requisite in becoming a good parent is to learn the art of observing children. Learning to observe and respond to the minute signals in the behavior of the infant and young child is like learning to listen to classical music, to detect the signs of pneumonia in an X-ray film, or to see more in the night sky than a conglomeration of stars. One must make a deliberate effort to learn to observe and interpret the signals of growth in behavior. When that ability has been acquired, modern parents will have confidence transcending anything provided by the old adages. Fortunately, this is an ability which expands with experience; and with enriched experience, confidence in one's self as a parent is enhanced. Self-confidence is one of the primary requisites of sound parenthood. To gain parental confidence in this way is more difficult than to follow the rule-of-thumb technique—but it also is a lot more fun.

POOR APPETITE IN INFANCY

By BENJAMIN SPOCK

(Continued from page 7)

temporary illness, the normal child who is well handled does not merely resume his previous rate of growth, but for a short time it has a sharply accelerated rate which persists until he had made up the lost ground. Then it returns to the old rate. You can see this in the weight chart of a baby. You can see it even more graphically in the case of twins, one of whom has had a brief setback.

This temporary acceleration of growth following illness is made possible by an unusual burst of appetite. Such an appetite is wonderful to see, but you have to wait for it until the child's system is ready. On more than one occasion I have seen a child who had previously been a mild feeding problem changed by a brief illness into a robust eater, if the mother had been persuaded not to interfere. The accumulated hunger from days of semi-starvation hits the child all at once and finally and utterly convinces him that it is *he* who wants the food.

To summarize the points that have been discussed in this article is very simple. Each healthy child is born with a marvelous mechanism for selecting what he needs to eat, quantitatively and qualitatively. It is a priceless possession. Interference spoils it.

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GOODWIN WATSON, Professor of Education, Teachers College, Columbia University.

Dr. Watson will present and discuss the motion picture, "A Comparison of Autocratic, Democratic and Laissez-faire Group Atmospheres," produced by Kurt Lewin and R. Lippit, University of Iowa Child Welfare Station.

SIDONIE M. GRUENBERG, Director, Child Study Association of America.

Afternoon Session — 2 to 4

SEX EDUCATION: FACTS AND ATTITUDES

Does early sex education influence a child's later adjustment to his sex problems? Are the 'facts of life' enough? What is the function of the home? the church? the school? What can we do to orient youth toward marriage and family life?

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Speakers:

CAROLINE ZACHRY, Director, Institute for the Study of Personality Development, Progressive Education Association.

BENJAMIN C. GRUENBERG, Consultant, Author, Lecturer.

LAWSON G. LOWRY, M.D., Editor, American Journal of Orthopsychiatry.

SATURDAY

Morning Session — 10 to 12

PROGRESSIVE EDUCATION ON TRIAL

Has progressive education been successful in preparing children for the modern world? What changes in education are suggested by the recent study of thirty experimental secondary schools?

Chairman:

MRS. FRANKLIN E. PARKER, Jr., Chairman, Schools Committee, Child Study Association of America.

Speakers:

WILFORD AIKIN, Chairman, Commission on the Relation of School and College, Progressive Education Association.

Dr. Aikin will present the findings of an eight-year study of thirty experimental secondary schools.

JOHN PILLEY, Department of Education, Wellesley College.

Luncheon Session at Twelve-Thirty

EDUCATION FOR TODAY AND TOMORROW:

IMPACT OF THE WORLD CRISIS

How can education equip young people to take part in an uncharted tomorrow? What is the challenge of Europe to American education?

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Speakers:

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